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A journal for modern junior and senior high schools

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We welcome contributions from our readers. In every issue we publish teachers' and administrators' articles reporting improvements, experiments, and successes as achieved in their schools. Many of our readers have accomplished things in classrooms and in school systems that should be known in thousands of other high schools.

Our preferred length for articles is 1,500 to

2,500 words. We also welcome items reporting good but minor ideas in 50 to 600 words. In addition to fact articles (which need not be dull or prosy) we invite articles of controversy, satire, etc., on secondary-education subjects. Typing should be double-spaced. Keep carbon copy and send us the original.

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The High Price of OBJECTIVITY

*A good teacher knows
when to be subjective*

By

FREDERICK C. NEFF

IF THE IMPACT of science and technology upon our generation has done nothing else, it has urged upon us a need for objectivity in our educational theory and practice.

To be objective has meant to free ourselves from the shackles of prejudice and half-truths. Embracing the concept of objectivity has necessitated an overhauling of our educational outlook; it has tended to rid us of the practice of imposing personal beliefs upon others and to foster in us a high regard for what might be called an impartial presentation of truth. Insofar as such an approach has freed education from the power of personal bias, its influence has been wholesome and healthy. The question which arises is not whether we should be objective or not, but, rather, to what ends should we be willing to go in an attempt to be objective?

Is "pure" objectivity a desirable or attainable goal? To what state of affairs will an objective approach to education ultimately lead us?

In its common understanding objectivity is usually taken to mean a lack of subjectivity. Propositions are understood to be true to the extent that they have evolved from discovery, and, negatively, to the extent that they have not emerged from intuitive belief. Accordingly, the lower the degree of sub-

jectivity, the greater the degree of objectivity, Q.E.D. Elimination of the personal element lends validity to the truth or falsity of propositions, since the subjective is very often associated with the emotional, and emotional factors are highly charged with powers of persuasion. If truth is to be objective, it must be believed in on some other basis than its emotional appeal or its attractiveness.

To say, for example, that John Smith is an Englishman implies to us not much more than the fact that he is a citizen of the British Commonwealth. But to say that John Smith is an American is charged with overtones.

Smith, in being an American, is somehow understood to be an American by choice; it is further implied that he is a staunch believer in democracy, with the implications that such a concept entails. If we say that Smith is a red-blooded American the emotional charge is further intensified. Insofar as every American has red blood, John Smith is no different from anyone else; but the epithet "red-blooded" qualifies Smith as a man of parts, who will fight for his rights, his home, and his country, and who has a high regard for democracy and what we are prone to call the American way of life.

If Smith is a likable fellow and does not

easily change his viewpoint, we say that he sticks to his principles with dogged determination. But if we dislike Smith we may refer to his reluctance to change his views as stubbornness, narrow-mindedness, or fanaticism.

The question we may ask at this point is whether there is room in an objective appraisal of Smith to include other factors than those which are quantitatively measurable. From a "purely" objective standpoint we are not justified in speaking of anything except the quantitative aspects of Smith, since these are the measurables.

Insofar as Smith's qualities are concerned—his Americanism and his general attitudes—they would need to be reduced to their quantitative counterparts, which is to say that Smith's qualities would have to be appraised in terms of the *amounts* in which they existed. Smith would then be adjudged as patriotic according to whether he had a greater or less amount of patriotism in him than Jones. And the fact that Smith is an American would establish nothing more than the geographical location of his being.

Carried to its logical conclusion, the argument for this particular brand of objectivity is apt to become a *reductio ad absurdum*. About the most we can do for our friend Smith is to regard him as a biological organism with certain modes of behavior which have been conditioned through experiences to which he has been subjected and which are to be judged as good or bad in terms of the amounts in which they are measurable.

To regard objectivity as an attitude from which all subjective elements have been removed is to deprive it of its vitality and its life blood. In its final analysis, objectivity cannot go beyond the realm of experience, and experience must ultimately be subjective. What is called objectivity, then, is simply a high degree of intersubjectivity. To say that a proposition is "purely" objective would be to imply universal acceptance of

such a proposition, i.e., universal intersubjectivity.

No doubt there are areas of teaching where any other than an objective approach would be not only undesirable but likewise impossible. Mathematical maxims and geometrical theorems are scarcely matters of opinion; rather, they are of the nature of self-evident truths, which is to say that they are highly objective. Most areas of science deal with matters which are provable on other grounds than subjective opinion. But there is a point beyond which opinion becomes judgment and thus attains respectability.

Insofar as we are dealing with theories, hypotheses, and assumptions—and there is a legitimate place for them in the scientific framework—we are injecting an element of subjectivity into our approach. Does this then mean that we have surrendered our objectivity? Probably not, if we recognize that objectivity needs to be given direction by subjective judgment. The difference between opinion and judgment is essentially the difference between belief which is largely spontaneous and that which has been arrived at through examination and critical analysis. Whereas opinion is largely of the nature of personal belief, judgment is disciplined by the facts at hand and by a consideration of the possible and the probable outcomes of theories when carried over into action.

To embrace the objective approach to such an extent that all subjective elements are removed is to make no provision for interpretive and critical thinking. It is to formalize teaching procedures and to deprive them of their functional value.

An objective presentation of a Shakespearean sonnet would yield little more than a knowledge of its theme, its rhyme scheme, and the language used, none of which was the primary intention of its author. The sonnet assumes significance to the degree that provision is made for an individual or

subjective interpretation of its meaning. It has significance to the degree that it can be rendered useful—to the degree that it can be related to our previous experience and thereby produce changes in our future outlook. If we recognize art as a means for enhancing appreciation, then we need more than a simple knowledge of things artistic.

Educationally, the significance of knowledge resides, not in what is, but in what is possible. This is to imply that educational objectives must be geared to something beyond mere knowing. It is to say that the real significance of knowledge emerges from the possibilities it affords for moral and intellectual growth. Insofar as objectivity requires a presentation of and familiarity with the known it is a *sine qua non* of the educative process. But this is only a beginning. If we are serious in our attempt to foster critical thinking then we need to go beyond an "objective" presentation of subject matter and provide opportunity for evaluation, a reorganization of experience, and the shaping of outcomes in terms of our best judgment.

In teaching democratic concepts, an objective approach furnishes the necessary facts upon which to build. But too often we as teachers have been impartial to the point of being colorless. A series of phonograph records could have done as well. While knowledge of democracy may be gained from books, a love of and respect for democratic ideals is gained only through personal contact. We often evaluate our educational growth in terms of the great teachers we have had. No apathetic automatons were they! It has been those teachers who inspired in us a love of learning and who have been courageous enough to "take a stand" who mark the milestones in our learning careers.

It has been said that when we begin with certainty we shall end with doubt; it could equally be said that when we begin with doubt we shall end with certainty. The suspension of judgment until all available data

EDITOR'S NOTE

Mr. Neff says that there is a time and a place for both objective and subjective teaching. He assures us that in spite of the pressure of science and technology for objectivity in education, "old-fashioned" subjective teaching is still necessary if education is to mean anything. He teaches in the Department of Education of Occidental College, Los Angeles, Cal.

have been gathered is of the essence of the scientific method. But this is not to say that the mere amassing of data will in itself eventuate in critical judgment. It is this limited notion of the function of science which has led many persons to argue that, while science may offer means for getting things done, it cannot furnish direction in terms of ideals, values, and goals. The latter, it is argued, must come from philosophy, metaphysics, or religion.

So long as science is conceived as means only we shall have to look elsewhere for direction. But this results in the setting up of ends apart from the method which should be used in arriving at them. The basic question is whether ends should be instituted apart from testing and inquiry, or whether they should be the very goal of the scientific method.

The concept of science as means requires the institution of ends from some other source than science itself. When science is conceived as attitude, then ends emerge from the very nature of the scientific method. Science as attitude offers opportunity for the emergence of values and goals which a narrowly "objective" approach denies. It is well to begin with a high regard for objectivity; it is better to allow the method of objectivity to form a basis for hypothesizing and testing.

Educational practices which begin and end with an impartial presentation of sub-

ject matters do no more than perpetuate the *status quo*. This is like sailing on a sea without a compass. When objectivity becomes an end in itself educational processes deteriorate into the mere absorption of factual information. It has been supposed that the acquisition of factual data will somehow transform the learner into a thinking individual. This is a wild and dangerous assumption. For unless provision is made for the translation of information into an intelligent program of action, i.e., unless conditions are provided for critical evalua-

tion, discernment, and judgment, an objective approach to learning and teaching becomes little more than an exposure to knowledge.

The formulation of ends and ideals is the only ultimate justification for critical thinking. Insofar as an impartial presentation of truth contributes to the thinking process it is paramount to the educative program. But no one ever became wise merely through knowing. Let objectivity therefore be conceived as a proper beginning—the beginning of wisdom.



* * *Tricks of the Trade* * *

By TED GORDON

AN ADULT MATTER—A procedure found useful to relieve tensions of opening sessions of adult-school classes is to have each member briefly introduce himself to the group. Employ four-by-six name cards for the first three or four meetings so that members of the class can address one another by name. Determine the preferences of your class as to addressing one another by first or last names.—*Phil Banks*, Central High School, Valley Stream, N.Y. (Like to hear of other ice-breakers you teachers use.—Ed.)

TEACHER'S PET—No matter how special jobs are given out, there are always dis-

gruntled remarks about favoritism. To get around this situation, I appoint a "teacher's pet" each day. Every pupil gets his day in the sun in turn. Each day "teacher's pet" gets some special privileges plus all the things that may turn up during the day, such as errands, etc. The children love the idea, particularly when the current "bad boy" is chosen. If I forget to appoint "teacher's pet" for the next day I am always reminded by the children.—*Thomas F. Banaahan*, Fairfield, Conn.

CLASSROOM EXHIBITS—To help make advisory room or homeroom interesting have a committee plan "exhibit weeks." Use a table and let class members work up art, flower, and other exhibits during the semester.—*Harry Ells*, Richmond, Calif.

EDITOR'S NOTE: Readers are invited to submit aids and devices which may be of help to others. Please try to limit contributions to 50 words or fewer—the briefer the better. Original ideas are preferred; if an item is not original, be sure to give your source. This publication reserves all rights to material submitted, and no items will be returned. Address contributions to THE CLEARING HOUSE. Dr. Gordon teaches in East Los Angeles Junior College, Los Angeles, Cal.

FEED THE PLAYERS—A box of candy or bowl of popcorn on the stage is a good relaxing agent in a school play. Light refreshments attract teen agers like magnets, give them something to do bridging awkward lulls, and help amateurs overcome stage fright.—*Elizabeth A. Straub*, Central Junior High School, Allentown, Pa.

A study involving 200 students:

COMICS, RADIO, *and* *their* PRETENSIONS

By ARTHUR W. REYNOLDS

IT HAD become an increasing source of anxiety to my good wife and me that our three children were being deprived of one of the necessities of modern society.

Living, as we do, in the marginal zone of the air waves, television could not be guaranteed to function with complete success in our neighborhood, even if we could, in some miraculous manner, find the couple of hundred dollars needed for a set. Our children seemed doomed to that social stigma and intellectual benightedness which, to quote from the full-page advertisements of last winter, must be the lot of all non-viewers.

There didn't seem to be much we could do about it. We couldn't move; our bank account was depleted; food prices had gone up another one per cent. Our only hope of compensating for this catastrophic deprivation seemed to lie in permitting our unfortunate offspring unlimited use of the less advertised (and less expensive) half of the output of the great networks. We did have a radio. Perhaps they could be semi-educated through its means. They might even achieve a halfway level in the social scale.

Previously it had been our practice to limit their radio listening to those programs which, by old-fashioned standards, seemed good. We had encouraged their natural fondness for good music; we had called their attention to certain light drama and story hours. But we had substituted reading aloud from childhood's classical literature for the endless thrillers of late afternoon

and evening. They were well acquainted with the whole range from Peter Rabbit to John Silver, but they knew not Superman nor the Lone Ranger. Now we took down the bars; the breakfast foods took over.

As parents we had been old-fashioned also in the belief that a normal child can derive fully as much from the printed word and a little fostered imagination as he can from the lurid drawings of the so-called "comic book." We had even frowned on the latter, and had forbidden the spending of all-too-scarce dimes for what we considered trash. There was plenty of sound reading about the house for all ages of development; let it furnish the enjoyment for such leisure hours as were to be spent indoors. We still preferred Peter Rabbit to Bugs Bunny.

But we learned that we were too old fashioned. We read that "good" comics provide a double education for children, not only through the written word but also through dramatic picturization and, more important, in a vocabulary which the child (and the moron) can understand. Again we capitulated to educational streamlining. Our children were on their way toward late-twentieth-century training.

It was not without an internal struggle that we did this. Our New England conservatism rebelled at the thought of such a scrapping of our cherished ideals. Conscience rebelled. But what is conscience as opposed to modern salesmanship? Thereafter the late afternoon and early evening hours became a nightmare for parental ears.

Gunfire punctured the quiet of our peace-

EDITOR'S NOTE

Teachers have been accused of being old-fashioned because they don't appreciate the "streamlined educational values" of comic books and the kind of radio programs that enthrall our presumably streamlined, atomic-age children. Mr. Reynolds is glad to be able to throw a little light on these matters—at least as they affect the pupils in Grades 4 through 10 of the Orleans, Mass., Public Schools. He has made a study of the comparative scholastic effects on these children of good reading, comic-book reading, and radio listening. The author is principal of Orleans High School.

ful living room, space ships whizzed through the atmosphere, and the drumming of horses' hoofs greeted each late afternoon caller. I retired farther and farther from my favorite chair, but kitchen, bedroom, then even cellar were still within the range of the scattato of Winchesters. In desperation I sought the attic, where I thought I might have peace to digest my evening paper, but it was not to be.

There I found, not radio, but the comic books. Banished from the downstairs area by mother's housecleaning, the comic-book library had found a haven under the eaves. Here was the rainy-day mecca of the younger set. Fantastic monsters glared at me from every corner. Super-duper inventions of the twenty-fifth century hung pictured from the walls. The inane personnel of the newspaper "funny" page roamed about the floor. In desperation I sought the woodshed, and there, huddled in my overcoat, turned the pages of my newspaper with benumbed fingers. I consoled myself with the thought that this sacrifice must surely be justified—my children were being educated in a thoroughly modern manner.

But were they being educated? Die-hard as I am, the last fleeting vestige of conservatism, ere it perished, left a trace of question

in my mind. Did anybody really know that the new methods were so vastly superior to the old? Couldn't I find out, somehow, if reading should be relegated to the back-ground? I resolved to find as satisfactory an answer as my limited opportunities permitted. I could, at any rate, check on some of the results of the old and the new in my own community.

From the dwindling storehouse of my college memories I recalled a technique known as correlation, which purports to show the mathematical relationship existing between any two measurable quantities. On my book shelf was a well-worn copy of Garrett.¹ Perhaps a partial answer to my question could be found through his means. To be sure, the population sample available to me would be somewhat limited, for I couldn't take a problem of this kind out of town: this was heresy I was thinking. But I could determine to what extent radio and comic books were aiding in the education of Orleans children. That, after all, was my immediate concern.

Methods of measuring the desired quantities were not difficult to devise. It seemed fairly logical to assume that the extent of a child's radio listening could be determined by asking him to what programs he regularly listened, for ability to recall them should indicate familiarity. This could be done by a simple questionnaire. In like manner I could count the number of comic books read regularly, and thus get a measure of their place in the daily life of the youngster.

Unfortunately I could not bring the television influence into my study, for as yet the number of sets among the families of our school children is definitely limited (we still have forests of trees in Orleans). And to satisfy my own curiosity I planned to check on the amount of standard literature with which each youngster was familiar, measuring this by a simple recall test based

¹ H. E. Garrett, *Statistics in Psychology and Education*. Longmans 1944.

on the recognized children's classics. The scholastic achievement in various areas could be readily determined from the scores of the achievement tests given each year to Orleans pupils. The material for my study seemed readily available.

I will not bore the reader with the details of questionnaire construction, administration, scoring, etc., for after all, this is not a master's thesis. The methods of correlation are admirably described in Garrett and need no further treatment here. Recognizing, of course, the effect of natural ability on scholastic achievement, I eliminated intelligence as a factor by holding the IQ constant in each correlation. This method is described by Garrett for the interested reader. The results of a whole series of calculations appear below.

sentative of all school children. I know full well that aside from the achievement tests used my measuring devices have not been checked, rechecked, and then checked again. But if correlation technique has any significance whatever, it looks as though certain limited conclusions might be suggested by the table.

As I look through it I am able to find but slight evidence that listening to radio programs bears any marked relationship to that part of education which I was able to measure, that is, achievement in the various language arts or in the social studies. I am equally unable to find more than limited evidence that comic books have added to the mastery of vocabulary, language, social studies, or even reading comprehension, in spite of their "dual" approach. On the other

Some Coefficients of Correlation
IQ held constant

	Gr 4	Gr 5	Gr 6	Gr 7	Gr 8	Gr 9	Gr 10
Good Reading-English Achievement	—	—	—	0.50*	0.48*	0.26*	0.56*
Good Reading-Social Studies Achievement	—	—	—	0.38*	0.35*	0.38*	0.50*
Good Reading-Reading Vocabulary	0.56*	0.57*	0.35*	—	—	—	—
Good Reading-Reading Comprehension ..	0.17	0.45*	0.55*	—	—	—	—
Good Reading-Language Achievement	0.19	0.71*	0.31*	—	—	—	—
Radio-English Achievement	—	—	—	0.22*	0.46*	0.01	0.36*
Radio-Reading Vocabulary	0.12	0.21*	0.13	—	—	—	—
Radio-Reading Comprehension	-0.05	0.12	-0.16	—	—	—	—
Radio-Language Achievement	-0.05	0.12	0.19	—	—	—	—
Radio-Social-Studies Achievement	—	—	—	0.16	0.30*	—	—
Comic Books-English Achievement	—	—	—	0.20*	0.19	-0.06	0.37*
Comic Books-Reading Vocabulary	0.33*	0.45*	0.05	—	—	—	—
Comic Books-Reading Comprehension	0.10	0.47*	-0.09	—	—	—	—
Comic Books-Language Achievement	0.10	0.32*	0.00	—	—	—	—
Comic Books-Social Studies Achievement ..	—	—	—	0.26*	0.09	—	—

The probable errors in the above range from 0.09 to 0.11.

Gaps in the table are due to the varying types of achievement tests given at elementary level, junior-high level, and senior-high level.

* Garrett says that a correlation coefficient of 0.20 to 0.40 indicates a slight, but nevertheless existent relationship, a coefficient of 0.40 to 0.70 a substantial relationship. (Garrett, *op. cit.*, p. 342)

Too well do I remember hearing scathing denunciation of certain statistical studies during my college days to permit myself to proclaim any world shattering conclusion from these calculations. I am fully aware of the frailties of my study: that my population sample was limited in size, geographically confined, and not necessarily repre-

hand, there seems to be considerable evidence of relationship between acquaintance with good standard literature and general achievement in English at higher school levels, social studies, language skills, vocabulary, and reading comprehension.

I shall not deny that many excellent, potentially educational programs come over

the air. But do our children listen to them? I shall not deny that illustration aids in interpreting the written word, even if at the expense of imagination. But do the comic books combine the two adequately at a stimulating level? Is television, which ought to possess possibilities greater than either of these two, actually going to accomplish anything really valuable?

It seems to me that the printed word alone has educated some great minds in the past. The generations prior to my own knew nothing of electronic aids, yet prospered intellectually. Perhaps we have overrated (or misused) our modern devices. I am not going to interpret this admittedly meager study in terms of recommendations for any community or school but my own. Indeed, I shall not even prescribe courses of action for other parents who are trying to bring up intelligent, educated children. But I am certainly going to suggest that the substitution of the radio, television set, and comic

book for the stories of childhood's classical literature is, at least, a questionable practice.

Orleans children seem to have achieved more successfully on a diet of *Mother Goose*, *Arabian Nights*, and Robert Louis Stevenson than they have on the "Green Hornet" and "Little Lulu." What is more, since my wife and I have thrown out the comics and kept the radio at a minimum (a result of this study) my children are actually beginning to prefer the richer, savory diet of the family library. They battle pirates with Jim Hawkins, slay Gorgons with Perseus, and grope through the cave with Tom and Becky. They have even lived for a short time in the world of Louisa May Alcott. And father is once again in his easy chair with the evening paper, the atmosphere peaceful and bullet-free, while mother no longer gathers up armfuls of colored pulp and Blondie. Robinson Crusoe and Man Friday are roaming my household.



Do They Write Frequently Enough?

Pat is eighteen. Her I.Q. is 132. She reads Péguy's *Basic Verities* and Tolstoi's *War and Peace* because she wants to, and because she finds in them partial answers to the questions she has been asking herself. She has personality and potential leadership. Last week we took her out of regular English to put her with the smaller group getting remedial instruction in basic writing skills. Pat's sentences read like a conscientious fifth-grader's; her spelling resembles Izaak Walton's crossed with Chaucer's.

If Pat were an isolated case, there would be no point in publicizing her problem. But she is not. An appalling number of normal youngsters emerge from twelve years of schooling totally unable to handle the simplest writing problem, terrified at what they term "essay-type exams," and completely confident when the problem is reduced to drawing circles around *Truth* or *Error*. In discussion groups they are both intelligent and articulate; given a pen and paper, they flounder helplessly. . . .

All of us concerned with the education of our young people feel strongly that in the field of writing we have sold them short. This paper is concerned with only one of the many possible reasons for the gap between student ideas and their adequate expression—the reason many of the students themselves give for their inadequacy: lack of practice in writing.

"We wrote only one theme each quarter in high school," one student said ruefully. "We had a *Correct Usage* workbook," another said, "and it took us all year to fill in the blanks." "We wrote something every week, but we never got the papers back," a third complained. "We got ours back, but she just marked the mistakes and gave us a grade," commented a fourth. "We had too much reading to get in; we never had time to write." "They don't teach English at our school; they teach ideas."—SISTER MARY HESTER, SS.N.D., in *The English Journal*.

How to Construct a RESOURCE UNIT

By

EDGAR M. DRAPER and GORDON GARDNER

EDUCATORS INTERESTED in moving away from the lesson based on the textbook and towards curriculum planning based on the cooperative efforts of teachers and pupils are finding resource units valuable instruments in affecting the transition. They are the basis of teacher participation in any curriculum program, and are *sine qua non* for experienced teachers in the development of a core curriculum which emphasizes unit teaching as a means of meeting the common needs of all youth.

Resource units are developed around broad areas of subject matter, such as The Renaissance, Vocational Exploration, and Atomic Living. They are essentially an instrument to be utilized in promoting teacher growth. A function of resource units is to suggest learning experiences, teaching materials, and teaching procedures that the classroom teacher can use in all stages of the learning unit. Resource unit construction is a form of pre-planning.

Resource units can be characterized by such terms as (1) *comprehensiveness*: several learning units can evolve from one resource unit; (2) *flexibility*: parts of the resource unit can be employed to help the teacher handle individual differences; (3) *correlations*: there is a cutting across of subject-matter lines to establish relationships between subjects; (4) *community resources*: the community is studied to ascertain its possible contributions to the objectives of the unit; and (5) *survey and analysis*: major problems and critical issues are treated in an objective manner, presenting all sides of debatable subjects. Resource-unit suggestions are consistent with today's research in

child growth and development, and with current studies in the field of learning.

There is no one commonly accepted form for the production of the resource unit which will meet the needs of teachers. Practices in various school systems indicate wide divergence in planning and organization of the unit. For example, the following headings and sub-headings appear to be favored, but of course not all of them are used in resource units in any one school system:

- I. Title Page
- II. Foreword
 - Introduction
 - Suggestions for Use
 - Philosophy
 - Objectives
 - Purposes
 - Scope
- III. Problems
 - Content
- IV. Learning Experiences
 - Activities
- V. Teaching Procedures
 - Teaching Aids
 - Teaching Materials
- VI. Evaluation
 - Bibliography
 - Appendix

As a result of research and experimentation during the academic year 1950-51, the following structural form for the organization of a resource unit was developed. It was used experimentally by teachers in the public schools, who were registered in a seminar at the University of Washington, and the following suggestions indicate refinements based upon the practical requirements of the classroom teacher.

Title Page. This is a single page which

presents the title of the resource unit, such as Consumer Education, and notes the author or authors, the school system, and the date of construction.

Overview. This introduction elaborates upon the title and serves as orientation to the details that follow. The overview is a conspectus of the unit. In this division are noted relationships between learning experiences inherent in the unit and previous and future experiences of the pupils, as indicated in the course of study.

Objectives. State one or more desired patterns of behavior that may result, in some degree, from the contributions of the unique subject-matter area of the resource unit. Follow this statement with a list of attitudes, kinds of understandings, and skills related to the specified behavioral pattern. Example:

*To Purchase and Consume Goods and
Services Wisely*

Attitudes:

1. To be critical of advertising.
2. To be willing to make sensible adjustments in living, commensurate with income.
3. To be a courteous buyer.

Understandings:

1. Advertising affects our daily behavior.
2. Advertising is one cog in the system of distribution of our capitalistic economy.

EDITOR'S NOTE

The authors present a detailed plan for the development of a typical resource unit for classroom use by the teacher. They point out that teachers find such units particularly valuable in making the transition from teaching by the textbook and curriculum planning based upon the cooperative efforts of teachers and pupils. Dr. Draper is professor of curriculum in the College of Education, University of Washington, and is an associate editor of THE CLEARING HOUSE. Mr. Gardner is a teaching fellow in the University's College of Education.

Skills:

1. Making a budget.
2. Computing interest rates.
3. Recognizing data affecting the consumer.

Learning Experiences, Teaching Materials, and Procedures

These are organized around a problem to be solved. In fact, the resource unit can be continually augmented by incorporating problem-solving situations that originate, as they should, from teacher-pupil planning in the classroom, together with appropriate learning experiences, teaching materials, and procedures.

Experience has shown that the work of the teacher is facilitated when the learning experiences, teaching materials, and procedures are visualized in relationship, as in the accompanying table on "Advertising."

The "Advertising" outline represents a sampling of a technique and an organizational structure for a specific section of the resource unit. The completed section would contain many suggested learning experiences, teaching materials, and teaching procedures. Audio-visual aids, field trips, community resources, resource visitors, faculty cooperation, pupil-teacher planning, committee work, creative expression—these are all terms that have a place in this area of the resource unit.

Evaluation. Techniques and instruments will be suggested in this section that will be helpful to the teacher in the process of determining the degree of realization of an over-all philosophy and the objectives unique to the unit.

1. Observation, especially if the observations are recorded, is a valuable technique. The resource unit should suggest some observation possibilities in line with the philosophy and objectives of the unit. For example, the teacher may observe that Jack is displaying an abnormal interest in one of the many possible activities. It is possible that this is a danger signal in terms of personality needs.

2. Teacher-pupil planning can result in criteria for evaluating behavior. These criteria may be

WHAT ARE SOME OF THE FORCES AFFECTING THE CONSUMER'S DECISION TO BUY?

ADVERTISING

Learning Experiences

Determining the psychological approaches used by advertisers to stimulate consumer spending, by:

1. Reading about advertising *appeals*, color advertising, bait advertising, and the psychology of advertising.

2. Interviewing someone in the local community with an advertising background.

3. Bringing advertisements to class and listening to radio advertising. Analyzing these advertisements, noting: Are they fair to the consumer? Are they misleading? Do they exaggerate?

Teaching Materials and Procedures

The room library should contain recent books, monographs, and magazine articles which are concerned with the psychology of advertising. Organize small groups to examine these publications and to present their findings in a general class discussion.

A committee has permission for interviews from John Berg, editor of the *Daily Mirror*, telephone Main 246; Helen Syle, Black's Department Store, telephone Main 124; and Roger Conn, radio station WYOA, telephone Alder 464. The interviews will take place in the office of each. Call a week in advance of the interviews. (Continue with a summary of possible teacher-pupil planning for the interviews.)

The presentation of these analyses can easily lead into a discussion of the place of government in advertising. Should the government place restrictions upon the advertiser to protect the consumer? Are such controls fair in a democracy? Are they threats to democracy?

A committee can be organized in the form of a panel group to study the legislation now existing that affects the advertiser and consumer, and to present their research and conclusions in an informal manner.

recorded in such a way that both the teacher and the student can check a degree of attainment. Teacher-pupil conferences will be needed to discuss the recordings.

3. Resource units may note that committees can develop subject-matter tests based upon their specific responsibilities and contributions to the development of the unit. Sample forms should be included.

4. Teachers can develop factual achievement tests for the resource unit; for example, Co-operative Credit Unions get their funds for operation from (a) the United States government, (b) investment companies, (c) the sale of shares.

5. Suggested definitions may be included: What is a monopoly?

6. Beliefs may be indicated through such questions as: Should the United States government have complete control over advertising? Explain.

7. The resource unit can and needs to suggest some of the best commercial tests in such areas as

reflective thinking, civic beliefs, and personality.

Evaluative instruments and techniques that have evolved from classroom situations can be added to the resource unit for future suggestive purposes.

Bibliography and Teaching Materials.

This phase of the resource unit contains a general listing of publications, films, transcriptions, resource visitors, and other teaching materials that are appropriate to the development of the unit. Some of these will have been indicated in an abbreviated form earlier in the unit, under "Teaching Materials and Procedures," to show the relationship between the learning experiences and the teaching materials and procedures.

In this section of the resource unit listings will be in the form of categories, such as publications, audio-visual materials, and resource visitors, and are alphabetized under each category.

The construction and the use of resource units by a faculty is an excellent administrative procedure for developing a curriculum-improvement program. A faculty constructing these units needs to think in terms of whole personalities, democratic concepts, today's research, and subject-matter correlations, as opposed to isolated, departmentalized instruction with an emphasis upon the memorization-recitation lesson.

Administrators are recognizing the value of resource units and provision is being made in in-service programs for resource-unit construction. In many instances teachers are allotted special time during the school year for resource-unit construction, and financial aid is being offered to enable teachers to attend summer-school workshops or classes for the specific purpose of constructing resource units for their school systems.

Resource units are no cure-all for educational problems, but they do have significant contributions to make, as faculties

utilizing resource-unit concepts are doing purposeful research and are planning ahead, in a sensible way, for future teacher-pupil planning in actual classrooms.

Author's Note: The following resource units have been prepared at the University of Washington under the direction of Dr. Edgar M. Draper and may be secured on loan from the University of Washington College of Education Reading Room.

1. Bremerton Public Schools, *Resource Units As A Basis For The Development Of Experience Units In The Kindergarten.*

2. Bremerton Public Schools, *Resource Units As A Basis For The Development Of Primary Science Units.*

3. Cowlitz County Public Schools, *Resource Units As A Basis For Learning Units In Conservation Education For The Intermediate Grades of Cowlitz County, Washington.*

4. Hill, Kenneth, *Resource Units For A Course Of Study In Adult Living For High School Seniors.*

5. Langton, Richard, *A Resource Unit On Forest Fires In Washington Which Can Be Utilized In The Integration Of Forest Conservation Materials In The Curriculum Of The Secondary School By Teachers Of Social Studies, Language Arts, and Science.*

6. Maib, Frances, *The Development Of Resource Units As A Basis For An In-Service Training Program For The Improvement Of Reading In The Elementary Schools.*

7. Renton Junior-Senior High School, *Resource Units For A Language And Community Arts Course Of Study.*



Let's Find Classics That Speak to Today's Students

The recurrent discussions of dropping *The Merchant of Venice* from the high-school English curriculum usually concentrate on its presentation of race rather than on what seems to me an even more uncontrovertible reason: the play isn't very interesting to young people.

It found its way into the literature program, I suspect, because some of Portia's sententious speeches appealed strongly to the moral sensibilities of our grandparents. (So also the *Sir Roger de Coverley Papers*, *Vision of Sir Launfal*, *Silas Marner*?)

Today the story of the play seems arbitrary and remote, and in the present climate even grown-ups can hardly read the "quality of mercy" speech without taking it ironically. There are other of Shake-

speare's comedies that could make a more direct appeal to students today—one of the rowdy ones, say *The Taming of the Shrew*, or one of the more poetic ones, *The Tempest* perhaps.

This is a special instance of something that needs more attention than it seems to be getting: a re-survey of English and American literature to find works that can speak to high-school students in the 1950's. It was right to throw out the old "college list," which was made up in "the age of confidence" and progressively meant less and less to later generations. But have we made a sufficient effort to make other selections from our literary tradition that can be read today?—PORTER G. PERRIN in *The English Journal*.

GRADES *vs* SCORES:

Students Prefer Best-Effort Scoring

By E. F. BARROWS

SO-CALLED necessary evils in educational systems are *grades*, kept in dark books and occasionally averaged and sent home—dreaded alike by students and teachers in the great number of schools that still use them. The word has depressing connotations. For most of us, at least in memory, it sounds like taxes, disagreeable, maybe disastrous, and inevitable; and always associated with a dread of losing something good.

But *scores*—now that is a word with a bit of a sporting tone to it. Part of the dread is gone. It suggests the building up of points in athletics and other contests. We like the feel of the word better. But why? Solely because it suggests sports? I do not think so. There is at least one special factor, a psychological “angle,” in the way scores are put together which is not found in the traditional grades.

Examine the point systems in the most popular (i.e., the most psychologically sound) sports in America. And remember as you do so that while a teacher may after a fashion continue to exist as a teacher for years and even be moderately well paid for it in spite of disagreeableness, negative approach, and general lack of interest-getting qualities, a sport draws neither customers nor players for long if it is psychologically unsound. We all have known teachers who were generally considered uninteresting, but I think no one has ever known such a sport. And yet school-teaching, as usually done, and sports both involve the comparative rating of individuals or teams as an objective indication of success.

Suppose I pick arbitrarily the following

sports as the ten most popular in the United States:

Baseball	Handball
Basketball	Hockey
Bowling	Softball
Football	Tennis
Golf	Volleyball

There is a basic similarity in the scoring of all of them except perhaps golf. And that similarity is at odds with the usual plan of classroom grading. Notice that if a player (or a team) does well, his score advances rapidly. But if he does poorly, his score does not regress—it only remains stationary. True, if he does poorly, the opposition score advances, and mathematically that amounts to the same thing. But, psychologically, it amounts to something quite different.

The difference is this: in sports, the incentive-from-the-score always has as its principal ingredient the hope of gain, a positive, stimulating feeling; but in the classroom, the incentive-from-the-grade is always depressing to the extent that fear of loss is its principal ingredient. The depressing effect may be small in the student's first experiences, but it snowballs; it snowballs because a specific fear is more easily learned and more durable than a corresponding hope. So we must be especially on guard.

Even golf has none of the nerve-racking repeated advance and retreat in its scoring. The trend is all in one direction, though it is a reverse direction from the beginning, as a high score indicates a poor performance. But to the extent that there is some averaging-away in a golf score, some loss of

something good previously earned, to that extent the scoring in golf is psychologically unsound, disagreeable, irritating to the average player. It is only natural that golf, when taken seriously, should be noted for its thwartings to the point of bad temper, even though it is a slow-speed game played in beautiful, peaceful surroundings and against no direct personal antagonist. So actually the example of golf is no contradiction of our theory.

Schooling, unlike a sport, will not disappear from the earth because of a poor method of scoring its participants. Nevertheless, I think school teachers would be well advised to consider the type of appeal made by the methods of scoring of our best sports, methods which are positive rather than negative, which emphasize success rather than failure, hope of gain rather than fear of loss. To the extent that we do so consider, and act accordingly, we will not average any student's grade to find his final grade, nor place him on a grade curve made up from totals or averages of others in his present class, but will rather set a definite and not secret standard for him to work toward and will record only his successes in moving toward that standard. Let's do him the courtesy of forgetting his failures. He'll thank us for it and be a better man.

As a specific example, consider this schedule for a ten-week term of work in biology.

Schedule of Tests and Reports in Biology

1 credit earnable in "Science and Living Things" unit: second week, two tests; tenth week, one test.

1 or 2 credits in "Human Body, Vegetative Functions" unit: fourth week, two tests; tenth week, one test.

1 or 2 credits in "Human Body, Coordination" unit: sixth week, two tests; ninth week, one test.

1 or 2 credits in "Foods and Diseases" unit: seventh week, two tests; ninth week, one test.

1 credit in "History of Biology" unit: ninth week, two tests; tenth week, one test.

1 or 2 credits for oral report on "History of Biology": during third, fourth, or fifth weeks.

1 credit for oral report on "New Biological Hazards": during ninth or tenth weeks.

Five additional credits are earnable by somewhat

similarly spaced laboratory assignments, and the final examination usually rates one.

Public announcement is made at the beginning of the term that 6 credits will guarantee a *D*, 9 credits a *C*, 12 credits a *B*, and 15 credits an *A*.

Early in the second week a written test is given on the unit of study, "Science and Living Things." If Joe Verdi, for instance, takes this first test and makes a grade of 85%, his paper is not marked 85 but only +, to show that he has earned full credit on that first unit. When the second test on the same unit is given two or three days later, he may take it if he cares to, but his grade will not be affected, no matter how well or how poorly he does. And the same will be true for him when the third test is given on that unit during the tenth week.

Suppose, however, that Jack Brooks makes a grade of 70% in the same first test. This is not good enough for credit, and so his paper is marked, not 70, but only with a check to indicate a trial but no gain. Suppose he succeeds no better when the second chance is offered, and so still has no score on that unit. But when the third chance arrives during the tenth week, he has a better grip on the subject, makes a grade of 83 and receives his +.

Does some one object that he should receive less credit than Joe, who made a good score the first time, and perhaps the second and third times as well? I do not think so. The effect on Jack of making a full recovery after a poor start will be a strengthening of his self respect, a reminder in future emergencies that it is better not to quit. Joe, on the other hand, had a special reward when the second and third tests were offered; he could feel (secretly, we hope) independent and superior. And most of us can do with a little more well-based satisfaction of that sort.

The second unit of study, we note, has a maximum of two points that may be earned, instead of only one. Perhaps Joe

again does moderately well on his first test, and we decide that his performance is good enough for one + but not for two. When the second test arrives, he has a bad day and turns in a paper not even worth one +. But of course his score for that unit of study is still one +; he is not averaged down by his failure—he only fails to gain.

Then toward the end of the term Joe has his third test on that subject and turns in a nearly perfect paper worth two points. But note that his score for that unit does not thereby become two added to one. Two is the most that can be made on that unit. In other words, we count only the highest single score he made during his three trials. (Compare the scoring of such field events as shot-put, discus, javelin, broad-jump, and to some extent high-jump and pole-vault.) That highest score counts toward his total for the term, which can later be translated if necessary into letter-grades according to a pre-announced table like the one at the bottom of the accompanying schedule.

While Joe is earning his two points, perhaps Jack makes one point on each of his three trials. His score for that unit would remain one +, since that is the most he made at any one time.

Second- and third-trial tests should be neither easier nor harder than the first-trial.

A program of this sort involves giving a good many tests. But if fewer tests are desired, to save work for the teacher, he has only to increase the maximum number of credits given on each unit, or diminish the number needed for corresponding letter-grades. The important thing is for the teacher to keep the sporting point of view—for instance, to be cheerful about letting a student loaf at the end of a term if he has already earned his grade. Maybe he'll be inviting his soul at the time—who knows!

I have used this plan in my college freshman biology classes for ten years, with what I believe was considerable success. Indicating success, for instance, was my sudden realization about half way through the first

EDITOR'S NOTE

For the past 10 years Mr. Barrows has been giving the students in his college classes, not grades, but scores similar to "the point systems in the most popular sports in America." And he says in behalf of his method that while students and teachers as a whole dread grades, a vote of his classes at the end of the previous school year showed that 128 approved his system and only 2 didn't. As a result of the use of his scoring system by former students who are junior-high-school teachers, Mr. Barrows says that the plan seems more promising for high-school than for college classes, and is applicable to factual subjects but not to non-factual subjects. He is professor of science in Oregon College of Education at Monmouth.

term of its use that my grade curve was going to be sharply skewed—there were too many high scores! Of course I was pleased, and so were a good number of my students. In later terms I added more assignments to the course and set a somewhat higher standard in the tests, thus lessening the skew.

The course is now regarded by campus gossip as tougher than average, but students like the plan, they say, and I still turn in to the registrar substantially more A's and B's than the normal distribution curve calls for, more than I did before using this plan, when the course was definitely easier. So a fair proportion of these students must feel that they have been faced with a job of some difficulty and have done it well. Thus, I hope, the course as a whole, as well as its separate units, emphasizes success instead of failure.

Further information on student attitudes was furnished by a questionnaire answered anonymously by my classes in May 1951. Tabulation of the answers to some of the questions is given herewith; the figure appearing after each answer shows the number of students who checked it.

The organization of the course was: (check one)

a. Very systematic	56
b. Well planned and organized	51
c. Fairly good organization	12
d. Rather loosely organized	8
e. Haphazard; instructor followed no plan at all	1

How would you rate this course in terms of its difficulty? (check one)

a. Rough	12
b. Tougher than most	62
c. About average	49
d. Pretty easy	6
e. A snap	1

Fairness in grading: (check one)

a. Very good	105
b. Fair	23
c. Poor	2

Number of examinations given: (check one)

a. Too many	15
b. Not enough	3
c. Just about right	108

A number of my students, now teaching, have reported to me that they have tried modified versions of the plan in sixth, seventh, and eighth grades. They generally regarded it as applicable to factual subjects in these grades but not to non-factual. Many grade-school teachers, however, prefer not

to lay out the term's work so definitely—or at least not so obviously.

In general, I believe that the effectiveness of this plan is greatest for students at the ages when they are most interested in sports. College freshmen just out of high school have responded best in my classes; older freshmen, such as G. I.'s, like to "know where they stand," naturally, but are less affected by any interest-arousing techniques, tending rather to like subject matter for its own sake, if at all. And as already indicated, at the other end of the educational scale only the pre-sports early-grade-school pupil is too young to respond.

It is my opinion, then, that students of high-school age would be most responsive to a plan of this kind. If any readers of this article accumulate direct evidence on this point, I should be delighted to hear from them.

Perhaps teachers too could be assorted according to their reactions to this sort of thing. Personally, I get a very satisfactory thrill out of seeing some courageous student, after a bad start, work his way up to a position among the leaders of the pack. It's better than the dog races.



Football Fundamentals for the Whole Student Body

We see by *Time* magazine . . . that the University of New Hampshire has a compulsory one-game course in football for freshmen to teach them the fine points of the game.

At Franklin Junior High School in Rock Island (Yes, we play competitive football, grades 8 and 9 each having a "varsity" team) the entire school (over 600 pupils) attends a demonstration football assembly each fall in the gymnasium.

The floor is the "field." The audience sits in bleachers on both sides of the "field." Members of the coaching staff explain fundamental details of offensive and defensive football play, demonstrating with live uniformed squads the function of each player in various types of formations and plays from these formations.

The importance of every player on every play—

offensively and defensively—is emphasized, as is the value of teamwork.

The rules and violations, and the functions of officials in making the game a safer, fairer activity are described and demonstrated. This includes illustrations of official signals.

Fans are encouraged to appreciate everybody's value to the success of the team, to enjoy the game better by understanding it better, and to support the officials in a sportsmanlike manner.

Cheerleaders also take part in the demonstration to illustrate further the proper "sportsmanship support" for the teams of the school.

This may be common practice in many schools. We know that it has proved valuable to all of our pupils—yes, and to faculty members, too.—HERBERT M. LINDSTROM in *Illinois Education*.

PORTAL *to* PORTAL

for Pupils, Pedagogues, and Public

By
ERIC C. MALMQUIST

I'M THROWING IN the sponge. I'm convinced that we've overdone the job of wishful thinking in the educational field. I think that it's time we accepted the education of boys and girls for what it is—a big industry which must be operated as a part of our industrial life—not as a traditional relic of a bygone way of life.

I wish that my children's teachers were a group of idealistic "do-gooders" whose only conscious thoughts were for the fuller education of my little darlings. I wish that they would give my offspring more written work, meticulously correct each error and go over the work with each child—and send him home each night in a good mood! I wish that all other parents would make their kids do their homework and get to bed on time. This would not only make the classroom hours more profitable for my children but it would save me from the pressures which my kids put on me for later hours, more radio programs, television, etc. I wish a lot of things were different, but I can't honestly expect the educational processes to be those of the 1920's while everything else in my life is dated 1951.

Let's organize our schools on a realistic basis and see if we can't get a more honest education for our kids. Let's raise our teachers from the status of second-class citizens suspected of operating a "soft racket" to honest tradesmen who do a definite job for which they get a commensurate salary return.

It is probably time that we faced the fact that an "industrial revolution" has been going on in education for almost a generation and that we have reached the point where we must critically examine the organ-

ization of learning in America. Most parents think that schools are the same as they were a generation ago—even while these same parents accept change as inevitable in almost every other factor of their lives. The illusion is encouraged by the fact that in many cases Junior uses the same school building and some of the same teachers whom Ma and Pa, with nostalgia, remember as important factors in their own development.

The "revolution" is a subtle one. Most of the participants are unaware of it. It is the change in these participants that is causing the friction and tensions which, I believe, will necessitate a new organization of the business of formal education. Let us see what has happened to the customers (pupils and parents), the employees (teachers and any other adults employed by the schools), and the public (every citizen who is represented by the school board).

The student now comes from a home in which an increasing percentage of the adult members are gainfully employed or consider themselves employable and often collect unemployment compensation. Parents who have done a day's work for an employer (or have suffered the frustrations of seeking work in vain) are in no mood to spend the evening constructively disciplining their children or helping them with their homework.

Just as the school was expected to supervise the child in the daytime so the movies, radio, television, or youth organization is expected—or at least permitted—to take the child off the parents' hands in the evening. This situation will probably get worse. Fewer and fewer adults will remain all day

in the home because it is becoming increasingly difficult to maintain a standard of living on one salary. Mother must get a job to keep ahead of the installments on the refrigerator, video, radio, automobile, and what have you?

A host of professionals exert pressure on the parents to release the children for late afternoon or evening improvement! Programs of all kinds seduce the children from homework. It takes a rare combination of purposeful pupil and cooperative parents to obtain the proper conditions for doing homework in a modern home.

Schools, teachers, and even parents are of decreasing importance in the life of a child. We used to think of school as a child's whole life. Today it is only one factor in his life. Unless we deal with real life problems (as the child and his parents define them) we will be peddling ox-carts in a jet-propelled age and we must not be surprised if the customers go elsewhere for their educational purchases.

Modern gadgets have given our children greater opportunity to learn. Because of these gadgets the child has less supervision in the selection of the material he will learn. In other words, the child learns more but what he learns is controlled less and less by the adults (parents and teachers) who are responsible for his learning.

Our teaching force is changing too. The percentage of male teachers is constantly increasing. These men can support a family, if they have one, because their wives also are employed. Another way to do it is to have a second job. In this case the school kids get pretty abrupt treatment if they try to prolong the teacher's school day.

There will be relatively fewer women teachers. Add to this the fact that an increasing percentage of our women teachers are married. (One-half of the girls in a recent graduating class of a certain teachers college were already married.) We see that the spinster whose life was wrapped up in teaching, and who quit teaching when she

quit spinsterhood, is becoming rarer and rarer in our schools.

Our teaching force is becoming more and more like other adults. It is becoming more difficult every day to pick the school teacher out of a crowd and it takes courage to guess the occupations of people who are obviously heterogeneous in their culture. There may be some surprises when the teachers are asked to raise their hands.

In spite of all this teachers are different from laymen in some respects. Their leisure time generally comes in the latter part of the afternoon, rather than in the evening. They spend too much time with people and generally have too little time alone. This time spent with the children is not normal human contact because the teacher is generally giving rather than getting. Teachers associate with other teachers too much. Teaching is the one occupation about which every citizen has an opinion. Too many people consider teaching an easy job and look with suspicion on teachers' claims of a fifty-hour week.

There are still teachers who carry home a briefcase full of papers to correct but they are becoming fewer and fewer. Married teachers, male or female, can no longer be sure of an evening of quiet and solitude. Where both adults work, some evening time must be devoted to housework. Some member of the family will insist (rightly!) on running the radio, television, or record player; the telephone interrupts; organizations demand some time; and some evenings must be given to social and community contacts. The point is that teachers, most of whom are married, can no longer depend on the home as a sanctuary in which to concentrate on preparation for tomorrow's class work. Paper correcting at home has been rationalized down to a minimum. On the one hand students have plagued the teachers into demanding less and less outside written preparation. On the other hand the competition for the teacher's time has so often relegated the

uncorrected papers to the midnight hour that the teacher has satisfied himself that equivalent learning will take place without paper correcting at home.

Just as the child's out-of-school interests and activities are taking an increasing part of his day, so teaching as a job is being forced to compete with other activities on the part of the teacher. Men teachers frequently hold another job besides teaching. Married women teachers almost invariably have the chores of home management and motherhood.

Teachers like to talk about their "profession" but more and more they act like skilled labor. The sooner we destroy the "professional" myth the better for all of us—and that goes for doctors and lawyers too! We all work for financial returns. Until those returns are sufficient to provide the standard of living which we want we are not likely to behave in a "professional" manner. A real professional, as I see it, is one who so dearly loves and so highly respects his chosen work that he will make sacrifices to protect it from quackery. I find among lawyers, doctors, and school teachers little appetite for the distasteful job of throwing out the pretenders. We generally find the opposite, i.e., a willingness to protect the fellow worker from any "interference" by the general public. Try to get a doctor to testify in court against another doctor!

Teachers are a natural for union membership. As a group they (a) have a common grievance (money and social standing are both lacking), (b) they have a marketable skill, which is protected by certification, and (c) they do not own the tools—buildings, books, and equipment—with which they work.

Recently a judge in Connecticut has declared that public employees cannot organize to the point of going on strike. A little thought will show the folly of this statement.

The welfare and safety of the public are

EDITOR'S NOTE

Mr. Malmquist presents the facts about the great changes that have taken place in the past few decades in the teacher-pupil-parent equation, and says that the time is ripe for us to "destroy the 'professional' myth" and get education organized solidly as the important industry it is. This would involve recognizing teachers as skilled workmen who are expected to put in specific hours at school, for good wages—and to knock off when the whistle blows. The author is principal of Norwalk, Conn., High School.

not threatened by a teachers' strike. Apparently the same people who think that teachers don't deserve a good standard of living also think that teachers are too important to be permitted the privilege of going on strike. It is almost humorous when we observe that the same politicians who forced industrial management to accept labor unions through the New Deal now deny to their own labor (public employees) the privilege of using Labor's weapons.

Because they serve all of the children of all of the people teachers should take no position in the labor-management struggle. That means that their educational associations should not be affiliated with the A.F. of L., C.I.O., American Medical Association, National Association of Manufacturers or United States Chamber of Commerce. Affiliation is quite unnecessary anyhow. There are more than a million teachers in the country. They can well afford the luxury of a strong organization.

Teaching is gradually changing from an art to a skill. Enough facts have been learned about the learning process to encourage people to talk of "training" teachers. Some of our best teachers are still artists but we will never have enough of them from now on. Such capable people will find more lucrative outlets for their abilities. That leaves us the choice of com-

peting salary-wise with other occupations or being satisfied with a lower quality (though still above average) of operator in the classroom.

America has long ago made that choice. As a nation we elected to spend more for any one of several luxuries than we spend on education. What I am trying to say is that we will probably have to depend on well-trained rather than well-endowed people to teach our children. I don't like this any better than you do. Yet I believe that we can do a good job with well-selected, well-supervised, well-trained, well-paid, and well-satisfied teachers. Isn't that what the telephone company does?

These teachers could not be expected to carry work home with them. They would work on a portal to portal basis. There would be no question of the honesty of the job they would be doing and we would go a long way toward destroying that suspicion-arousing unevenness of work load.

And what has happened to the board of directors or school board? Years ago they met ten times a year, finished their business, and got home to bed at a reasonable hour. Today they seldom get through a week without a formal or informal meeting of some kind, and problems of the schools are always hanging over them. What used to be a simple job of hiring and firing an occasional teacher has now developed into one continuous bargaining and haggling with personnel over working conditions, salaries, grievances, and what not. It is only by accident that our process of selecting board members sometimes gives us people who have some aptitude or appetite for these matters.

And the administrators? They spread themselves thinner and thinner as the school population increases. Why has the

number of administrators remained almost constant while the student body has multiplied over the years? I suppose that it is because administrative work, which is generally invisible when effective and very obvious when it is ineffective, is not understood by the public.

Almost every day there are new and additional duties piled on the administrator and frequently the evenings are devoted to the process of limiting the administrator's authority through direct bargaining between the teachers and the school board. A school superintendent is expected to be detective, auditor, inspector, personnel director, publicity man, a leader, a driver, and a lovable character besides. To a lesser degree the other administrators are expected to be the same.

Industry has long since learned that production, sales, and personnel are distinct problems for which special equipment and training are required. If the administrator and the board are going to deal with a teachers' organization which is advised by an experienced labor lawyer they had better learn something about organized labor or hire someone who does—and let him give most of his time to the job of keeping the employees' morale where it ought to be.

My thesis is simply this. Let's put the business of education on a business basis. Let's not expect people to work for a small wage and a large dose of flattery. Workers like to know exactly what is expected of them and exactly what the remuneration will be. Why can't both the students and the teachers do all of the job on the job and not be dragging it into the home to increase the tensions which traffic, noise, newspapers, radio, television, and America's fondness for over-organization have already produced there?



Never talk over the heads of parents during interviews. Talk their language, not pedagogue. Remember we're all ignorant—but on different subjects.—Adapted from material in *Regarding Your Relations* (Washington Education Association handbook) and printed in *Washington Education Journal*.

Social Acceptances in a Seventh-Grade Class

By
ROSS S. WOLFF

EVEN THOUGH a teacher may be working with a group of children all day, observing them work and play, and evaluating their group behavior, there are undercurrents of feeling and thought which he cannot always reach.

This situation may be based upon several factors. The formal barrier between adult and child (no matter how excellent child-teacher rapport may be) is an ever present one, and it may be more difficult to remove in the group, for the child is always aware of his companions' critical presence. Another reason for not being able to get at the intangible is that associations of children are formed outside school, in many cases, because of friendship between parents, similarity of economic station among certain children, similarity of parental interests that bring children together from different families, personal preferences of children based upon interests in sports, hobbies, background, and age levels.

It then becomes the difficult task of the teacher to attempt to analyze and interpret behavior in an attempt to understand the relationship of the individuals in the group, so that educational techniques may be pursued as fully and successfully as possible.

Other than observing the overt acts of individuals in their behavior to one another in committees, groups, clubs, and other activities and in their contacts with one another as individuals, the teacher is limited to records and tests. The records show what adults have thought about a child. The records show evaluations by physician, nurse, teacher, and other adult experts.

Having explored the various possibilities available in understanding the children in my class, I felt that by using a standardized test I might be able to get an insight into what the children thought of one another and how they compared with other similar groups. One point bothered me after I had decided upon giving the Ohio Social Acceptance Test:

Even though the children were assured that their work would be anonymous, would they really be so able to permit themselves complete honesty in indicating their secret thoughts? The degree to which children or adults may drop inhibitions, prejudices, and remembrances of past unpleasant experiences, at a moment's notice, in order to evaluate their preferences, or even indicate them, without being swayed by the word or act of the immediate past or by the immediate situation is something we must investigate in order to refine this means of examination.

Before I administered the test, I made a list showing the degree to which I believed the children accepted one another. My judgments were based upon observation of the class since September 1950 (test administered late spring 1951). As I had no exact means of indicating my observations in terms of absolute standards, I used an arbitrary "plus," "check," and "minus."

The check indicated that I believed the child was accepted as a normal, common group member. The plus was given to those whom I thought the group preferred, by virtue of the fact that they had been chosen as class president, chairmen of committees, or were accepted in many small group ac-

tivities as very welcome members. The minus meant the other extreme, that the child appeared withdrawn, was not accompanied by some friends, and was never nominated for office in committee or other groups.

After administering the test and equating the scores with the "normal," I compared my list with the results of the test. I think it best to state at the outset that any great agreement or disagreement between the two would not necessarily prove anything. A great many factors interpose to affect the correlation—administration of test, training of teacher in observation of children, training of teacher in interpreting test and/or comparing test and observation, are all points of which we must be aware. I believe I would also want to know more about the relationship, or lack of relationship, between "acceptance" and "popularity."

Do these terms include similar qualities or do we measure or expect opposing terms? Evidently my decision in awarding plus, minus, or check had been based on evidence of popularity as I observed it. Is popularity based upon more ephemeral stuff than acceptance? Is popularity a thing of the moment controlled by the whim of the group? Is acceptance based upon more durable stuff that takes its essence from long association and reaction in the group?

Was I using popularity, as just defined, in my judgments of the children? Were the children using popularity as their basis for deciding acceptance of their mates as friends? Was popularity based upon friendship and understanding, and acceptance on the moment's decision?

In assessing the boys, among the five at the top of the list based upon the test, I had selected three as being among the most or best accepted. It is exceedingly interesting to note that Bryan, who is at the top of the list, has never been elected a chairman of any group and had not been the center of attraction until about a week before the test was given. At that time this situation arose.

Three members of the class had been nominated by their friends to run for the office of seventh-grade vice-president in the General Organization of the school. The three were Janice, Gerald, and Joe. Joe was the only one of the three to receive sufficient votes at the convention to get the nomination. He was to run against a candidate from another class. As a possible means of building class spirit, I asked the class whether it would want to act as, or select, a committee to campaign for Joe's candidacy. There was immediate acclaim, and we soon had a group of volunteers at work.

They and the class did two things at once. A collection of slogans was forthcoming, and the children rushed to Bryan to draw cartoons and posters for the campaign. With one accord they thought of him. Whether his talent brought his high degree of acceptance or whether his high degree of acceptance indicated he was the one who should draw posters I cannot tell. There are several others in the class who draw very well, too. Bryan has an average IQ, but his work in general is not up to his ability.

The second boy on the list, Peter, has been elected editor of his committee booklet, but never chairman in social studies. He has a stammer, for which he is being treated in a private clinic. During the course of the term he has insisted on making oral reports in social studies. The reports have always been successful, although I was reluctant to permit his making the first one. The class proved to be a fine audience for him, and he had only slight trouble with the stammer. His IQ is average, and his work shows great effort on his part. Of the two boys, Bryan is among the younger children in the class, Peter among the oldest.

Alton, third on the list, is an alert, positive child whose great energy puts him in the forefront. He has excellent intelligence and shows qualities of leadership. His ideas are usually carried out by the group in which he expresses them. He recently was the leader in a small group that put on a very successful puppet show for his class

and other seventh-grade classes. He has been chairman of a social-studies committee, and secretary many other times.

Mannie and Mat are both "centers" of groups. The former boy is frequently elected chairman and team leader, the latter almost always team captain in sports. They are both of slightly better than average intelligence and their class work is good.

One of the surprises on the test was the score of Louis. Louis is a Chinese boy who has been in the United States about three years. He learned English in China, and his father is a Ph.D. from a New York university. Louis has been class president and frequently chairman of committees. He is active in school affairs, service squad, hobby shows, etc. He has some language difficulty, which at times causes what appears to be a slight stammer. On a standardized intelligence test he rated average (possibly because of language difficulty), but his work in class is brilliant, particularly in mathematics and science. He has the highest scholastic average in the group. At home he operates a "ham" radio station and is interested in photography. On the acceptance test he scored about average—107. It would be interesting to know whether the present war situation had some bearing on his score.

The other end of the boys' scale of scores is of interest. The boy who rated the lowest—33—was Robert. I had believed him to be well accepted. He takes part in the sports activities of the boys and appeared to be an accepted pal in a small group that rated at the middle of the list, with scores around 100. It may be of some value to note that during the G. O. campaign referred to previously, Robert was one of three boys who did not back the class candidate. Further, Robert made posters for the opposition. But the boy closest to him in class and the one who helped him with the posters, Mannie, is among the best accepted of the class. Robert is of slightly less than average intelligence, and his work is fair.

Sam is the latest to join the class, but has been in it since November. He is one of

EDITOR'S NOTE

Mr. Wolff knew from the records what various adult experts thought about the pupils in one of his seventh-grade classes. But he gave the students a social-acceptance test to learn what they thought of one another, as a means of learning more about them as individuals. He found the results of the test so interesting that he plans to use it with other classes. The author teaches in Stephen A. Halsey Junior High School, Rego Park, N.Y.

the youngest and has one of the highest IQ ratings. He is exceedingly immature, and this is shown in his lack of awareness of other children, weak sense of responsibility, and in his handwriting, which is made up of very large letters. He has had several run-ins with Robert. The latter boy had "squealed" on Sam for some infraction of the rules.

When asked why he reported Sam, Robert said, "He's stupid. He always tells me stupid jokes." On investigation I discovered that Sam's jokes had been humorous and subtle, so that the duller boy had missed the point. It would be interesting to know why Sam had joked with Robert and why he tries to get Robert's attention in various small ways. Sam is flabby and, according to his mother, overeats. His record of work in earlier grades shows a history of incomplete work. He is exceedingly unsure of himself.

The boy who is third from the bottom, but far above the other two, is another boy of high intelligence. He is slightly younger than the group. His work during the course of the term has been good and continues to improve. Morris is a leader as far as knowledge of subject matter in social studies goes. He has a complete lack of poise. I had rated him as generally accepted, as he has no difficulty with his class mates. Last year he was very unhappy in his class, and according to the teacher was the butt of the class. However, that situation has not occurred this term. He is a cheerful boy and

sits in the center of the room most of the time. It has been his custom, when standing at the front of the room to make a report, to keep his eyes solely on the teacher. Once one of the children commented on that fact. During the early part of the year Morris had a very noticeable tic in the area of the eyes and nose. The twitch now occurs very infrequently.

As for the girls, Sue is a relative newcomer to the class and has been in it for about half the term. She is frequently surrounded by girl friends, or they go to her desk to speak to her. As they are small groups I did not give them too much consideration in evaluating her acceptance, but according to the test she is exceptionally well accepted by all the girls. She is of average intelligence and age. Her scholastic standing is very good.

Bonnie and Emma I had considered as being leaders and well accepted. Bonnie has been a chairman of social-studies committees more times than any other member of the class, and has been recently elected president of the class. She is of average intelligence and a very hard worker. She has a very high scholastic average.

Emma has high intelligence and does well in her work. She is of different religious faith from most of her classmates, but it is good to see that it has no apparent bearing on her acceptance. She too has frequently been elected committee leader. Both girls are in the average age group of the class.

One of the cases which I seemed to guess quite incorrectly is Minna. She is a very quiet, withdrawn child with apparently only one close friend in the class, Lillian, who is in the average acceptance area of the group. Minna has the highest IQ in the class, has a talent for creative writing, and sketches very well. She has never been elected to leadership in a group. Possibly she has been nominated but, because of timidity, has declined the job. She rated high acceptance.

At the lowest end of the girls' scale are Eleanor and Ruth. The former has by far

the lower of the two ratings. She is slightly above average intelligence and her work is satisfactory. Among the items on the negative side of her account is a brusqueness toward members of the class. At times she has spoken harshly to children. Another item is an evident belief that she has talent in art. She has volunteered for art work for the class, but the work has been quite inferior to what might be expected from the average child. She has said she attended art classes outside of school.

Eleanor is a large-boned, heavy girl who always selects a seat at the outer edge of the group. (Of course, that may be because of the size of the furniture.) She has recently been elected editor of a booklet her committee was making. Her friend is Ruth, and she seems to have no other attachments in the class.

Ruth is also a large girl, but rates lower than Eleanor in intelligence. Ruth has several contacts in the class group. She is an exceedingly nervous girl, always appears startled, and turns in jerky movements. Both girls have very low-pitched voices. Recently Ruth read a part in a play, before a dramatic club to which she belongs, read well, and seemed to enjoy the experience.

In general, the class members come from a better than average economic setting, and I am aware of no group tensions in the community. The children dress well, have money to spend, and get along well as a class group in the junior high school. I am their teacher for English, social studies, mathematics, and science.

On the test the median for the boys was 99, whereas that of the girls was 110.5. From the results of the test I would not attempt to draw any general conclusion, i.e., that age, intelligence, etc., are important factors in attempting to assay reasons for acceptance. Among the boys the most highly accepted were not those of highest intelligence; among the girls there were several of high intelligence in the preferred group.

Giving the test and seeing the results has been an interesting experience. I do not believe the test should be used as an absolute in making judgments. Along with the observation of child and records, the test may yield insights not otherwise apparent. There may be a potential danger of reading into the test results a rationalization based on observation and records, or the subjectiveness of the teacher. Another factor that may need to be taken into consideration is that

the test is for intermediate grades, and this is a seventh-grade class. The difference, however, may be slight.

At a different time I shall be interested in giving the test earlier in the year and then again later to the same group to compare scores. I would also like to give another type of test in order to compare results of two different kinds, and then, in turn, compare them with various observations and records.



North Carolina Schools Take 17 Steps for Good Sportsmanship at Games

Comments from school superintendents in North Carolina indicate that there is a lack of sportsmanship on the part of players, coaches, and spectators. . . .

Some of the reasons advanced for exhibitions of poor sportsmanship include: lack of seating space for spectators, rivalry between schools intensified by newspaper reports, gambling and drinking, lack of faculty and police supervision, poor officiating, and unscrupulous tactics by coaches and players. The solution to these problems is implied in the problems themselves. Specific approach to better spectator behavior has included one or more of the following in different schools:

1. Pupil assemblies with talks by student leaders and local citizens on proper conduct and courtesies to opponents, their teams, pupils, and spectators.
2. Arrangement for adequate dressing facilities for visitors, with someone designated to meet the visiting players and show them to their dressing room.
3. Making seating arrangements so that space is reserved for visitors.
4. Proper and adequate police protection so as to take care of any disturbance.
5. Adequate fencing or other controls to keep spectators from moving too close to playing area.
6. Education of public as a whole on the rules of the game and development of proper attitudes towards game officials. Some schools have operated successful programs in sports by having special clinics where the students and public were invited to witness a demonstration of officiating. A large number of the misunderstandings on the part of spectators is due to lack of knowledge of the rules of the game.
7. The coach, by his behavior and by his control of his players, sets an example in good sportsman-

ship for players, student body, and townspeople.

8. Student government committees exchanging visits with opponent schools.

9. Teachers being let in free at all contests, with understanding that they are on duty.

10. Publicity campaigns through radio, magazine, newspaper and television, telling of the advantages of and desirability for good sportsmanship. All are working for the same purpose—the best interest of the game and the players.

11. Spotting trouble-makers in stands and removing them—placing their names on file for no admittance in the future.

12. Half-time entertainment by some school organization.

13. Cheer leaders trained in the proper method of controlling rooting section.

14. Use of student members of the letterman club, who sit throughout the stands to lead student action against rabble-rousers in the rooting section who hinder yell leaders, teams, and officials.

15. Coaches more thoroughly and more impressively acquainted with the importance of their influence on team members and spectators. Have meetings with them prior to the beginning of competition to discuss appropriate standards of conduct.

16. Administrators who take the lead in lending dignity and temperance to hot-headed players, coaches, or officials, to prevent unsportsmanlike occurrences.

17. Newspapers that emphasize evidence of good sportsmanship and call particular attention to games which are played in the spirit of good sportsmanship. Avoid all efforts to build up animosity and ill-will between two schools.—TAYLOR DODSON in *School Activities*.

How Girls Choose

*A Study involving
213 senior girls*

GIRLS AS FRIENDS

By ROBERT G. ANDREE

AT A RECENT faculty roundtable two teachers were discussing the curious nature of some of the friendships of girls. It had been observed that "birds of a feather flock together." But what *kind* of "feathers" brought them together appeared to be our problem.

That was the beginning of a rather profound problem, neither easily solved nor completely satisfying to the investigator. The science of sociometry contains few references pertinent to the friendship of adolescents, and items are scarce indeed that can apply to specific school situations.

The Need for Friendship Studies

When one tries to observe objectively the currents and factors which create and control the "atmosphere" of a particular school it is remarkable how axiomatic some of the observations appear to be. One notices, for example, that there are three types of contact for students: (1) A *social space* consisting of all direct and meaningful contacts experienced by the adolescent, (2) an *acquaintance volume* (somewhat smaller) consisting of the number of persons to whom the adolescent reacts, and (3) a *social contact range*, composed of those people whom the adolescent himself *tries* to meet. These categories are nothing new, and may be found in the literature.

There are other axiomatic tendencies. For instance, the actual pattern of friendships tends toward continuous change, and their basic patterns not only vary from school to outside community, but actually vary between various sections of the school plant.

Girls are very open in stating reasons for friendship choice, boys are more vague or at least more circumspect.

A few studies that have already been made shed some light on school problems, but the unanswered questions still leave serious gaps which need more information. Among the primary functions of any school is that of learning more about oneself and one another. On the adult level intercultural groups and activities are sponsored; on the adolescent level we "mix" pupils in homerooms, classrooms, extracurricular activities, community service, school-sponsored field trips, and a host of other activities. But "mixing" doesn't necessarily lead to understanding, and might actually be wholly ineffective if the true facts were known.

The proximity of adolescents to one another doesn't become functional (and thereby effective) unless there is a voluntary interaction. It takes two parties to make the friendship. One study, involving a college freshman dormitory group, showed that girls seldom made friends beyond their immediate floor, and in some cases not beyond the nearest stairway! In an M.I.T. student-housing project it was found that the common stairway was more important in bringing individuals together than the actual distance which one lived from another.

Trustworthy Data Are Hard to Get

Trustworthy data on friendships in your school are hard to get. In the first place, pupils don't wish to discuss some of the

more subtle points involved; effective questionnaires are hard to formulate, and even harder to interpret. An analysis of the results demands special training, complicated formulas involving techniques in the use of the sociogram and/or matrix, and usually also the mechanical sorting and tabulating facilities of I.B.M. equipment.

At one time it was thought that perhaps the Allport-Varnon-Lindzey *Study of Values* might be helpful, but experimentation showed that this applied more to adults. Even when Rothney's version, intended for adolescents, was used, it did not appear to apply. Common interest patterns on the vocational level could be gleaned if the Kuder *Vocational Preference Record* (Form C) is used, but such interests and patterns change so rapidly as to be almost meaningless. In addition, we found early that the vocational interest was not one of the stronger factors in determining friendship.

Constructing an Effective Questionnaire¹

After observing some of the characteristics of our student population, and especially the making of friends among the girls, we decided to divide the questionnaire into two parts. The first part asked girls to list other girls in the senior class as follows:

1. Which girls in the senior class do you consider the best students?
2. Which girls in the senior class are your closest friends?
3. Which girls in the senior class do you admire most?
4. Which senior girls are most popular with other girls in the senior class?
5. Which girls in the senior class are good dancers, good conversationalists, and generally poised in social situations?
6. Which boys in the senior class are good dancers, good conversationalists, and generally poised in social situations?

The second part asked information about

the individual making the questionnaire, on important items of a social and personal nature, religious, socio-economic, and formal group membership. These questions were formulated as follows:

1. Do you plan to continue your education after you finish high school? (*Check one*)
 - I plan to attend a four-year college. (What college?)
 - I plan to attend a two-year junior college.
 - I plan to attend a vocational school.
 - I do not plan any further schooling.
 - Other. (Please explain)
2. Does your father: (*Check one*)
 - Own his own business (or in a partnership)
 - Do professional work (like a doctor or lawyer)
 - Work for a company owned by others.
 - Work for a city, state, or federal government.
 - Other. (What?)

Just what is his work? Please tell very carefully. For example, don't merely say he runs a machine, if he does, but tell *what kind* of a machine. Or, if he is a salesman, don't just say salesman, but tell what kind of goods he sells. If he is a foreman or manager, tell how many people, approximately, work under him and what sort of things they do. In other words, be as exact as you can be.

3. How far did your father go in school? (*Check one*)

- He attended grade school only.
- He attended high school or trade school but went no further.
- He went part way through college. What college?
- He graduated from college. What college?

EDITOR'S NOTE

The "how" and "why" of students' choices of friends in the student body are matters that have an effect upon the atmosphere and social effectiveness of a school, Dr. Andree believes. Recently a study of the friendships of the 213 senior girls among other girls in Dr. Andree's school was made with a specially-devised questionnaire by Bernard J. Cohen and the Department of Social Relations of Harvard University, under Dr. Andree's direction. The findings provide some interesting information—and raise some significant questions. The author is principal of Brookline, Mass., High School.

¹ The construction and analysis of this project was done by Bernard J. Cohen and the Department of Social Relations, Harvard University.

- He attended professional school after college.
What professional school?

4. Whether or not you attend religious services regularly, from what religious background do you come? (*Check one*)

- Roman Catholic
— Protestant
— Jewish
— Christian Science

5. Which courses are you primarily taking in high school? (*Check one*)

- College
— Industrial vocational
— Business (including retailing)
— Arts

6. To which of the following high-school organizations do you belong? Place a check next to each organization. Please check only those of which you are now a member:

- | | |
|--------------------------------|------------------------------|
| — Aero Club | — Literary Society |
| — Art Club | — Mathematics Society |
| — Art Workshop | — Murivian |
| — Band | — Music Society |
| — Biology Club | — Orchestra |
| — Camera Club | — Orpheus Ensemble |
| — Chemistry Club | — Pep Club |
| — Chess Club | — Physics Club |
| — Choral Society | — Radio Club |
| — Debating Society | — Sagamore |
| — Dramatic Society | — Ski Club |
| — Dramatic Workshop | — Social Customs Club |
| — Future Homemakers of America | — Circulo Español |
| — Le Cercle Français | — Stage and Electrical Staff |
| — Der Deutsche Verein | — Stamp Club |
| — Girls' League | — Student Forum |
| — Jazz Society | — Student's Handbook |
| — Junior Classical League | — Vocal Ensemble |
| — Junior Red Cross | — Student Government |
| — Library Staff | — What position? |
| | — Other (What?) |

7. In which of the following after-school activities do you take part? Place a check beside each in which you will have taken part in your senior year:

- Girl's sports (Which?)
— Majorettes
— Cheerleaders

8. To which of the following out-of-school clubs do you now belong? Check only those of which you are now a member.

- Clover
— Curri
— Delta Omega
— Iota Phi
— Other (What?)

THANK YOU FOR YOUR COOPERATION

Name
(First) (Initial) (Last)

Address
(Number) (Street)

Date of Birth
(Month) (Day) (Year)

Results of the Analysis

One of the most interesting results of this study showed a distinct cleavage between Christian and Jewish girls. Such cleavages had been discovered in other studies where Jewish girls were in a minority, but it had not been expected that this would hold true when they were a distinct majority. Differences between Protestant and Catholic girls have been found in other situations, but here friendships cut across this line and differences appeared to be negligible; the distinction was between Christians and Jews, not Protestants, Catholics, and Jews.

For example, there were 121 Jewish girls in the class, and when they made friendship choices 490 out of 535 such choices were Jewish girls. There were 39 Protestant girls in the class. Their friendship choices numbered 181, 70 of which were Protestant girls. Catholic girls (53) made 263 friendship choices, 150 of which were for Catholic girls, and almost all the remainder for Protestant girls. There were 100 friendships combined between Catholic and Jew, or Protestant and Jew, but 200 choices between Protestants and Catholics. These data went a long way to interpret some of our club problems and those involving the support of selected major extracurricular activities.

Some of this overbalance of choices may have been due to the different economic levels which these girls represent. Most of the Jewish girls represented the first three of six levels of socio-economic status, with high college aspirational goals. Catholic and

Protestant girls were either satisfied with the educational preparation for a job directly out of high school, or desired some additional vocational training.

Important as religious differences are, the choices of friends on the various economic levels appeared to be even more important. For example, of the three economic levels where most of the Jewish girls were located, almost all of those in the third (lowest) level chose friends above that level, and few from the upper two levels chose friends from the third level. On the other hand, Protestants and Catholics were rather well scattered in the socio-economic range, and tended to pick their friends from those levels nearest to themselves.

Levels 1-2-3 chose rather much within themselves and 5-6 did the same. There were a number of girls in the upper levels, however, who chose their friends from the lower economic groups. Group 4 proved to be a highly vacillating group, choosing most friends in the outside categories, and choosing few from its own group. Apparently few wanted to remain exactly where they found themselves, and preferred equally the glamor of the "white collar" group or the growing importance and prestige (in this community) of the skilled worker. This was also true, to some extent, with the Jewish girls in level 3 for their socio-economic grouping.

Another interesting result of this study, which has been supported by others as well, concerns the breaking down of habit and feeling barriers. When girls made more than one friendship choice in other categories, they tended to make a lot of such choices. In this may be found the key to some of our problems in intergroup understanding.

Girls who reach upward and outward from their present status in finding friends often find that their desires do not always coincide with the friendship desires of others. There was some evidence, however,

in this study, that the reciprocation of such friendship drives was greater than could ordinarily be expected. This, too, should be profitable information for our future planning.

It was discovered, also, that when girls crossed the religious boundary to make friends they did so because some other interests were stronger. One such strong interest was that of being "college bound." Proper interpretation of this fact for us may help to refine and improve our classroom and club activities. Try the following experiment for yourself sometime: ask pupils in a given classroom or homeroom to fill in a seating chart with the names of every pupil enrolled for that period. You will be amazed at the number of errors and blanks! Finding common interests, the adoption of new techniques in teaching, the identification of levels on which friendships can be made can lead you out of such a predicament.

Finally, we discovered that interest patterns of a vocational nature do not bring individuals together as friends. Common vocational goals are not even a negligible factor; they are practically non-existent.

Summary

It is good for any administrator to recognize those forces within his school that create and foster a proper atmosphere for his students and staff. Friendship, among these individuals and the factors underlying its creation form an important part of such knowledge. We know that common goals, conformity to social pressures, habit, and religious preference contribute much to the creation of friendships. What detailed patterns prevail in a specific school will determine the success of classroom and extra-class activities. Knowing what these are will enable the administrator and his colleagues to plan better programs of learning and pupil participation in the total school life pattern.

A Common-Sense Compromise ON DISCIPLINE

By
FRANK L. STEEVES

IT HAS BEEN the writer's experience to observe that teachers who "have no trouble with discipline" are the teachers who have learned to deal with the problems of classroom management before they become problems of pupil control. All teachers must face these problems if they are to provide environments in which directed learning can take place. It seems that teachers with the least need to use corrective measures are the teachers who spend the greatest amount of time planning to avoid situations which might develop into conflicts among pupils or between themselves and pupils.

Many teachers give little thought to discipline as a subject for study until something happens to upset the routine of their teaching. Discipline is thought of as external to the pupil, to be applied to the pupil as a means of controlling his actions while in the classroom. The pupil is thought of as being disciplined by the teacher. Penalties of various sorts are associated closely with this conception of discipline, and discussions of the subject among experienced though ignorant teachers frequently descend to superficial descriptions of what a teacher did to pupils as a means of obtaining some desired result. Discipline is considered chiefly in its punitive sense. It is safe to say that this point of view concerning discipline is maintained in practice by many teachers, even though it has been attacked for many years.

It is the point of view of teachers who themselves are essentially authoritarian and who fail to see the need for educating citizens able to act without being told. It

is the point of view of teachers who have failed to understand children and who still consider teaching as a way of dosing children with measured quantities of subject matter.

Unfortunately, in rejecting this viewpoint it is possible to move to another extreme in which little except chaos may be observed. Pupils do as they wish. Teachers hesitate to issue orders in the mistaken belief that commands in some vague way are anti-democratic or psychologically unsound. Consequently, some pupils fail to understand that authority exists. They do about as they please in the classroom, preventing other pupils from accomplishing any useful work in the most undemocratic manner imaginable. For this is dictatorship of the undisciplined and uncontrolled few, and it is in every way as unsound educationally as the dictatorship of an arbitrary teacher.

The public schools have received considerable criticism by lay persons who charge that discipline in the schools is poor. Some of this criticism comes from people who do not understand anything at all about present-day teaching and who consider the ideal classroom the absolutely silent classroom with no movement of pupils, no consultation among pupils, and no activity not closely dominated by the teacher. However, it is not sensible to label all such criticism as unwarranted interference by uninformed individuals.

Some of the criticism is by people who do understand modern concepts of teaching yet who deplore the lack of control over pupils evident in their schools. Many per-

sons are genuinely perturbed. Their grievances are justified and should be noted carefully by school people interested in avoiding the serious charge that pupils, supposedly under their control, actually are uncontrolled.

General agreement is held among educators that the ultimate objective of discipline in the classroom is the development of self-controlled citizens able to accept responsibility and to live in ways which society considers wholesome and desirable. In this sense we have the ultimate objective of all democratic education. In the gradual attainment of this general aim, care must be taken to attain the more specific objective of order in the classroom if the general aim is ever to be reached.

Failure to attain order in a particular classroom is not justified by the argument that the ultimate objective in this classroom is the development of self-controlled citizens. The ultimate objective can never be attained by citizens who have never learned to behave themselves. Avoiding a real problem by glibly reciting long-range, general objectives is a practice too common among teachers who simply have never learned to handle children. Teachers who fail to control children can never teach self-control.

A second, widely-cited purpose of school discipline is this. Discipline is a means to an end. Discipline creates the conditions under which learning is possible. Learning, at least learning what the teacher considers proper, will not occur in a room where the teacher's authority is not recognized and accepted. Learning for most pupils will be very difficult in a room where a single pupil is allowed to speak out of turn or otherwise disturb the class.

A third objective generally recognized is that proper classroom control is essential as a protection to school and pupils. While this statement has humorous overtones, it is not entirely funny. Some of the pupils in every school are the ones who regularly

break into school buildings, usually during the summer months, and into summer homes during the winter months, and perform the acts of vandalism reported too frequently in daily newspapers. Only an unreformed optimist would venture to leave his schoolroom for long with no provision for adequate supervision.

This does not imply that the teacher can never leave his room. Quite the contrary is true. The class which is taught properly and which is properly under control of the teacher may not even require the presence of the teacher to get started and to function in an orderly, constructive way. But this is neither true of all classes nor even of all properly taught classes. For example, the woodworking shop, containing several dangerous tools, may be very well managed by the teacher and still require his constant presence. In his absence the lure of using the forbidden bench saw for a quick job might be too much temptation for the finest ninth-grader in the class. One slight miscalculation, or playful push, and the results could be tragic. In order to protect school property and pupils, it is important that teacher-authority be recognized and accepted, and this usually implies his actual presence.

Therefore, the traditional notion of discipline as order in the classroom is mistaken only in the sense that larger aims have come to be recognized. Order in the classroom should not be rejected as an aim. It is an

EDITOR'S NOTE

Some teachers are stern disciplinarians. Others believe in giving the students a loose rein to favor self control. Each camp is convinced that its method works for the ultimate good of the student. Dr. Steeves undertakes to give some facts about the ultimate good of students, and how to handle discipline to achieve that end. He is supervisor in student teaching at State Teachers College, St. Cloud, Minn.

immediate objective which must be achieved and an essential step on the way to the ultimate goal of developing responsible, self-controlled citizens.

Similarly, the traditional conception of discipline as consisting of measures to be applied to pupils is mistaken only in emphasis. Elimination of penalties is not exactly the way to help children to maturity. Careful use of measures generally considered constructive and avoiding as much as possible penalties generally considered of doubtful validity is the wiser course.

Some corrective measures will be always necessary. The emphasis, however, should not be on correction but on prevention. Present-day medicine, especially in the area of public health, is concerned largely with preventing disease, with eliminating the conditions which cause disease. Yet, when disease strikes, doctors are ready to do what they can to cure the sick patient.

Teachers can continue to look upon corrective measures as a legitimate part of classroom discipline but only in the sense that the measure represents a cure. Proper prevention naturally is preferable because proper prevention eliminates the conditions which give rise to the original infraction for which the penalty is assigned.

Present-day discipline means, ultimately, self-control. It is not necessarily silence, except when the teacher wants silence. Nor is it teacher domination of every step of the learning process. It does mean teacher control at all times. Without such control learning will not take place, and actual harm may result to school and pupils.

Practicing teachers can afford to be skeptical of both traditional, authoritarian concepts of discipline and of forward-looking ideas which break too cleanly with the past, leaving no solution to the inevitable problems which arise in every practical classroom situation.



Recently They Said:

Defending Our Gains

The coming days will call for tremendous expenditure of money and manpower in the cause of national defense. If our schools are to hold ground won by years of arduous and intelligent labor, we must call to our aid the best services of leadership in every community. School personnel alone will not be strong enough to obtain the continued improvement of educational opportunity, nor can they alone hold our present position. Leaders among the people generally must become ardent advocates of improved education as one of the strongest elements in the welfare of the nation.—MACRAE SHANNON in *Illinois Education*.

A Little Cold Comfort

What is the atomic bomb that we are so concerned with it? Mustering our facts, we find little that is new. We find old principles, concepts, and elements united in a different form. The atomic bomb is a weapon, and weapons are not new.

This bomb has significance for all men, particularly city-dwellers, but generically there is no dif-

ference between bomb and cross-bow. Each new major weapon has had its effect, and been retired into the museum.

For us who uneasily inhabit this portion of history, it is cold comfort to realize that modern weapons kill no more for their time than did the spear or arrow. What we seek to control is not the weapon, but the hand that rises in anger to threaten us.—GORDON CLAY GODFREY in *Phi Delta Kappan*.

On the Sucker List

As a teacher, you will have an A plus credit rating from coast to coast. At least you will get about two letters a week from concerns located from Boston to San Francisco wanting to loan you money. Their rates are very reasonable, and the loan is made in the utmost secrecy. However, most of the teachers in our school have discovered a tricky phrase in the fine print. It seems that you are expected to repay the money, and the interest isn't three per cent a year; it's three per cent a month.—FRANK SISK in *Midland Schools*.

Student Radio Show Sold to NATIONAL SPONSOR

By EDWARD H. SARGENT, JR.

ONE OF THE most popular programs on WHCU A.M. and F.M., Ithaca, N.Y., at 5:30 Saturday afternoon during the school year, is the "Youth Behind the Eight-Ball" program. This fast-moving half-hour variety show, with a format quite similar to the large network productions, is an important part of the regular school activities for many Ithaca High School students.

The program features an emcee, a radio chorus, soap opera, singers, comedians, and is, as far as can be determined, the first half-hour radio program produced entirely by high-school students that has been sold to a national sponsor. For one and one-half years now the Allen-Wales Adding Machine Division of the National Cash Register Co. has purchased this production. But let us go back a few years and see the basis for such a program, for this was not a sudden curriculum change that developed overnight.

About ten years ago "Radio" was established as an accredited course at Ithaca High School. For several years it was taught by a regular member of the faculty and the course centered around the use and operation of the school public-address and communication system.

In the fall of 1944 the school was fortunate in obtaining services of Mr. Joseph A. Short, then program director and now assistant manager in charge of production of WHCU A.M. and F.M. Mr. Short arranged his day's work so that he could use part of his lunch hour as the time to meet with the students.

Originally the students met three times a

week for the entire school year during the first school period after lunch. Later the course was changed so that it became a one-semester course meeting five times a week. Although it carries $\frac{1}{2}$ unit of credit, this credit is not accepted as English credit. The course can be elected by any junior or senior.

An interesting point that should be emphasized is that the school obtained the services of a man recognized by the entire community as one of the best radio men in the area to teach this course. Mr. Short has put together his own course of study, which was developed along the traditional lines of any good course of study. It includes units on Development of Radio Broadcasting, Radio and the Sponsor, Organization of the Radio Station, Radio as a Vocation, and Radio and the Community.

Before some skeptic decides that the course trains students for radio it should be pointed out that over half the members of the radio class go on to college and study in fields other than radio. Even more convincing is a look at a typical week of the radio class—which varies from 10 to 24 students—as it meets with Mr. Short.

Monday. The class members make reports and discuss editorials in the trade magazines. Each student is required to hand in an outline of what he has read.

Tuesday. One script written by a class member is read and discussed. Mr. Short explains how the station serves the community by "program spread." This is a radio technique which has two basic parts. First, the radio-station staff determines

whether a cause to be emphasized is worthwhile. If they decide that it is, time is then allotted on various programs having the best listening audiences for information on this subject.

Wednesday. The various types of programs are given to the class. They discuss how the station might serve the community. Emphasis is placed on topics of local interest versus topics of national interest. A recording made by Lyman Bryson is played. Mr. Bryson was once head of the Educational Division of C.B.S.

Thursday. Mr. Short explains to the class how the Federal Communication Commission grants licenses and checks up on stations. He shows examples of the reports WHCU has to make out annually and semi-annually. He reads a few excerpts to show the philosophy of WHCU.

Friday. The class meets at the radio station and hears a playback of "Youth Behind the Eight-Ball," the high-school radio program. It is discussed and analyzed by Mr. Short and the class.

It is evident from the preceding description that many good learning situations are created: discussions are held; oral reports are made; outlines are handed in; audio aids and actual reports from the radio station are used.

Meeting at the radio station on Friday afternoon instead of at the school is a stimulus to the class. Fortunately the school is within a block of the station, so the time element between classes is no factor. More important is the fact that the class meets in a real, rather than artificial, situation as they hear and discuss the program. One of the regular studios is turned over to them. They also get an opportunity to see the station and its personnel regularly.

The reading assignments done by the class in the four trade periodicals is a new idea worthy of mention. One of the best sources of information about any vocation is its trade papers and magazines. *Variety*,

an entertainment weekly; *Billboard*, the amusement industry's leading newsweekly; *Broadcasting*, radio and television's own industry magazine; and *Sponsor*, a periodical put out especially for the sponsors of radio and television programs, all are used extensively by Mr. Short as source material for the class. In the next year he hopes to persuade the school to subscribe to at least two of these.

We have not mentioned the radio program since the opening paragraph, and the preceding picture of the radio class should not be confused with the program. The class members may never appear on a radio program if they don't have the ability, and their scripts may never be produced on the air if they are not good enough. They do work out and produce their scripts in the class; they hear themselves on tape recordings, and they do get an opportunity to discuss their work and their classmates' work.

But suppose the class members do have ability and do write good scripts—what outlet do they have? Let us go back to the fall of 1946.

Ithaca High School first went on the air in September of that year with a fifteen-minute program called "High School News." It was the type that many high schools are presenting at the present time. It was handled by the radio class each Saturday afternoon during the school year for over three years. The program consisted of fifteen minutes of high-school news that in most instances was three or four days old and wasn't really news to anyone. Suddenly a great innovation took place.

On December 3, 1949 the half-hour program "Youth Behind the Eight-Ball" took to the air. Its title came from the type of microphone used by the students, an eight-ball microphone, as it is known in the trade. The name has been misleading to a number of persons who thought the students were in some sort of trouble or were airing their

gripes. Thus during the past year a contest has been held for students to select a new name for the program.¹

The popularity of the program was instantaneous not only with school members but with the entire community. It had the format of many big-time radio and television shows. An opening and closing theme song with words and music was written by a high-school junior, Ernie Newberry. At the present time the radio chorus does singing commercials for the Allen-Wales Adding Machine Company, who bought the program starting April 1, 1950.

In the spring of 1950 still another new idea was tried. The program was done in the high-school auditorium with a live audience; it was tape-recorded, as are many network programs, and was played at the regular air time on Saturday. Thus both the audience and the performers could hear themselves. Today the program is taken to many of the nearby schools, where their best performers are invited to participate through previous auditions, and their faculty and students are interviewed. Here, indeed, we can see how a new communication medium, tape recording, is being used to bring about better understanding through the exchange of ideas among the schools of this area.

The heavy demand of the new program for more talent and technical personnel resulted in the formation of a "Radio Club" as an activity group in the Ithaca High School. The club started at about the same time that the half-hour show was put into effect. Any student who had taken or was taking the radio course was eligible for membership. Thus the way was paved for students to maintain their interest in radio after they had taken the course. Persons who had not taken the course but who were interested in entertaining could audition to

¹ As we go to press, we have just learned from the author that the new title chosen for the program is "Accent on Youth."

EDITOR'S NOTE

Ithaca, N. Y., High School has what Mr. Sargent believes to be "the first half-hour radio program produced entirely by high-school students that has been sold to a national sponsor." The program is "Youth Behind the Eight-Ball," and its sponsor is a division of the National Cash Register Co. Mr. Sargent, who teaches in the speech department of Ithaca College, is on leave this year to complete work on his Ph.D. at Cornell University.

be on the program but could not be members of the club. The club has progressed rapidly and is now recognized as one of the official student-activity groups.

The complete and thorough planning of the radio show is handled in a professional manner. The students have a real part in it, but it is subject to a final okay and direction by Mr. Short. The club elects its program director, who has his assistants. An outline of a program is planned and presented to Mr. Short. He can accept it, reject it, or make suggestions. The director and his assistants line up the suggested talent and write the script, which also has to be checked by Mr. Short. The program is rehearsed by the directors and then it is turned over to Mr. Short for final rehearsal before production. This is necessary because it is a sponsored program; it is also advisable because it thus receives a final, professional touch.

The big evening for the radio class and radio club comes on a Saturday evening towards the end of school. WHCU F.M. turns its entire radio station over to the students from 7:30 P.M. until 12 midnight. The program for the entire evening is planned and produced by the students under proper supervision. It includes all the various types of programs mentioned previously, plus others. It is truly a fitting climax to the year's work.

The radio experience that the students get is only a small part of the learning experiences they have. The show has been presented in nearby schools, where they make friends away from school. They have performed before the Rotary Club, Exchange Club, Kiwanis Club, Masonic Temple meetings, Eastern Star meetings, and before industrial organizations. The experience of meeting with these groups, which include almost all civic leaders, is of real benefit educationally and socially. The work the club did in writing and presenting programs before Community Chest workers and Red Cross workers, in doing a benefit show for the "March of Dimes," will certainly help to prepare them as future leaders in the community.

When the program was taken over by Allen-Wales, all performers and technicians were taken on a tour of the local plant and ate lunch in the plant cafeteria. At the end of the year a banquet was given by Allen-Wales for all the persons who had a part in the program. Here the pupils did their show for the company employees, whose plant newspaper said, "The transcribing of 'Youth

Behind the Eight-Ball' held the attention of all those attending. This program is a remarkably clever job." Interviews with notables such as Eleanor Roosevelt and Admiral Chester Nimitz and guest appearances by persons such as Bill (I Want a Girl Just Like the Girl That Married Dear Old Dad) Dillon have helped to round out the program.

Radio at Ithaca High School is more than just a new learning situation, or keeping the curriculum up to date. It is a perfect example of an industry or a business working hand in hand with the high school to create learning situations. Many others at the studio besides Mr. Short have donated their time to help the students with problems. The use of the station and its facilities is limitless.

And now for the \$64 question. Is this really education that the students can enjoy? In answer, permit just one more question: Where else have you seen 40 students working with teachers in a learning situation for four hours on Saturday afternoon, not on a Saturday afternoon, but on practically every Saturday afternoon of the school year?

Those Outside Activities

In applying this term education "in absentia" to the practice of taking students out of class, I am attempting to point up a serious problem facing secondary schools throughout the country. We have so many fine organizations which carry on programs conflicting with class instruction that I am convinced we have too much education "in absentia."

This has made the work of the classroom teacher exceedingly difficult if not altogether impossible. From Michigan to Florida, teachers in desperation are raising this question, "Just how can I teach Johnny when he is not in class?"

... school administrators must curtail this growing tendency. Personally, I believe that student activities should not interfere with classroom work. In practice, however, we seem to be "pressured" into a policy of not allowing the classroom to interfere with activities.—FRED B. DIXON in *School Activities*.

Discussion Danger

There is grave danger in teaching students to "express themselves," to "state their opinion," and "hold a discussion," unless they are also taught the difference between a fact and an opinion, a fact and a value, or an expert and a layman. The failure of some students to appreciate how an intelligent discussion is always founded upon large masses of facts may be partly responsible for the GREAT AMERICAN DELUSION—namely, that from the collective ignorance of a group of persons who know nothing about a problem, the alchemy of the discussion process will in some strange way distill a collective wisdom. To seek to cultivate these processes and skills, except in a setting of significant subject matter which the student is expected to comprehend, may contain dangers as great as those in the despised traditional preoccupation with bits and pieces of unrelated data.—PAUL B. HORTON and RACHEL Y. HORTON in *Michigan Education Journal*.

ENGLISH CONTINUITY

New Jersey English teachers work for program
of non-overlapping progression on all levels

By MARION SINCLAIR WALKER

Something there is that does not love a wall
That wants it down.

THUS said Robert Frost. The poet did not say what the something was, but one group of people have every reason in the world for not being fenced off into enclosures, and for pulling down the walls which divide them. These are the teachers who deal with the mother tongue.

Both as the medium of communication and as the storehouse of whatever thinking, wise or otherwise, has gone on among English-speaking people, the mother tongue is at the heart of all learning. Hence it is of vital importance that it be dealt with as a continuity. Yet this thread that should run so true from the beginning of the educational process straight through the graduate school and on into life is cut into isolated snippets and dealt with by the elementary school, the junior and senior high, the junior college, and the college proper, each having very little notion of what will follow or what has gone before. And at the college level there are still further barriers—the teachers college, the liberal arts and technical colleges, each behind its own high hedge, speaking a different professional jargon.

For the students, English is often a confusing and disliked subject—partly, it would appear, from tiresome repetition of materials and the omission of essentials lost in the shuffle. We owe our youngsters better training than they are getting in skills and the values that underlie and implement all learning. We could give it to them if all of us engaged in the process would break through the barriers that divide us, and

work out a continuity together. Within the pattern there would be room for infinite variation—scope for every student's and teacher's individuality and initiative—but frequent sharing of experiences at workshops and in professional organizations would keep us all aware of what was going on at every level.

Gradually the concept of such a continuity is gaining ground. In 1934, when the school system of Nutley, N.J., set about working out a kindergarten-to-college continuity, it was very hard to find existing patterns to serve as models. Now wherever curriculum revision is going on, such continuities are being established. A New Jersey state guide recently issued, for a language-arts program, is built on the kindergarten-to-college pattern. The National Council of Teachers of English with Dora V. Smith as chairman, has been at work for years on a curriculum continuity, the first volume of which will appear about March 15, 1952. The scope of the Council's enterprise, which should be a mine for curriculum makers for many decades to come, is a nursery-school-through-graduate-school continuity.

The making of curriculum guides, important as they are, is only part of the answer. If teachers at each level in their tight, self-contained organizations burrow into such a common storehouse as the National Council volumes, find the parts that pertain to their levels and scurry back to their closely fenced enclosures, there may be better teaching at each level. But as far as continuity is concerned matters will stand much as before. "The hungry sheep look up and are not fed" will still describe

the situation of students who, consciously or not, want to find in their English studies a sensible progression.

In addition to helping with such enterprises as the State and National Council curriculum guides, the New Jersey Association of Teachers of English is taking some cautious steps toward the leveling of walls which seem to them to make about as much sense as Robert Frost's famous division between pine woods and apple orchard. In New Jersey, as in most places, the elementary, secondary, and college levels are pretty well fenced off; our organization is far from living up to its name as the association of teachers of English of the state. Most of the members are senior-high-school teachers—hence convention programs and the materials in the official publication are slanted in the direction of English teaching in the senior high school. Yet this is only one comparatively small segment of the English teaching that goes on in our state.

Step one, to broaden our scope. We are making a determined effort to extend our membership to include college, junior-high, and elementary-school teachers. There has been progress this year and we are determined not to stop until our state organization is truly representative.

Step two, we organized our spring conference, held in May, at Rutgers State University, as an all-day workshop session. It was divided into six workshops, with representation, both in the leadership and the participation, from *all levels of English instruction*. These workshops covered:

1. Curriculum trends, including articulation problems
2. Photoplays, filmstrips, and recordings—their growing use in English teaching
3. Radio and television—assets, not liabilities, if we can ride the wave
4. Reading for students' needs
5. Written expression for students' needs
6. Teaching conditions.

Finding good leaders and resource people representing all levels of instruction entailed endless correspondence and telephon-

ing. But it was accomplished—with, of course, a certain amount of juggling and pinch-hitting at the end.

Our next problem was to get the people there. Our spring meeting had been poorly attended for years. We followed a hunch that an all-day session, giving the members something to get their teeth into, would draw more people than the customary morning-followed-by-luncheon. Our traditional location was at some distance from the Commons, where Rutgers graciously entertains all comers for luncheon. But small rooms for workshops were not available there, and its distance from the Commons was bad psychologically. It was too easy to drift away after luncheon, whereas the point of such a workshop session is to get the group acquainted and subjects opened up in the morning, then go more deeply into them in the afternoon. Rutgers very willingly gave us a centralized location, with a large auditorium for our general meeting, and small rooms for the workshops.

The next step in increasing attendance was advance publicity and preregistration. We decided that we couldn't insure a good attendance and arrange the workshops in the pattern planned without investing some money. So we drew on the treasury to finance postage for sending each member descriptive material about the workshops, including a pre-registration return postcard on which each could express a first, second, and third choice of workshops. One chairman sent out the publicity; a second received the pre-registration cards before an indicated date.

The president of the association then spent a week-end with the registration chairman, sorting out the pre-registration cards and balancing workshops, so that teachers at all levels would be represented in each. Where possible the first choice was assigned, but if the level-balance or the size of the workshop demanded it, an assignment was made to a second or third choice. To insure

a sufficient representation of college and elementary-school teachers we had sent many special invitations, since these levels are not yet heavily represented in our membership. The registration chairman worked out an ingenious arrangement of name-slips in different colors, each representing a workshop. One of these awaited each pre-registrant on the conference day. People who arrived without previous registration were in the main assigned to the workshops with the smallest pre-registration. Our advance work and the extra expenditure were justified; we had three times the attendance that the spring conference has usually brought out.

We had given our session the general title of "Riding the Wave of Our Times," which we defined in opening as, to change the metaphor, tending our own fires: doing better the things within our special province. The association is unwilling to be panicked into following wandering fires, and is convinced that it will make its most effective contribution, in war or peace, by working as strongly and progressively as possible along its own lines.

The next logical step in strengthening our work, we continued, is removing the walls that divide us into teaching levels, and working together for continuity. To this end the workshops had been planned.

Another matter, one of procedure, we thought essential to the success of the workshops. We felt they should be set up according to group process, with the leader a guide, not a dictator or monopolist, and with resource people there to help whenever questions in their specialties were referred to them. There would be no prepared speeches. Extremely important was everyone's participation, in an atmosphere friendly and free from constraint. We did what we could by advance publicity to set this pattern. Knowing that the Association for Supervision and Curriculum Development has been markedly successful in publicizing and practising democratic group

EDITOR'S NOTE

As Miss Walker says, English instruction is hampered in many school systems by a lack of continuity in planning, from kindergarten through college. When each level arbitrarily decides what it will teach without reference to what the level below has taught or the level above will teach, overlapping and omission are the result. Miss Walker tells here about the steps New Jersey English teachers are taking to develop an all-level continuity program of English for the state's schools. She is coordinator of English in the Nutley, N. J., Public Schools and president of the New Jersey Association of Teachers of English.

process, we asked one of our members who has been active in ASCD to explain the workings of the process at our opening session.

We must admit that we were not completely successful in putting group process into action. In some of the workshops, yes—especially where a number of the participants were familiar with the process. But in one or two the resource people, despite all our efforts to prevent such tactics, gave prepared speeches, and the sessions were not group-conducted to quite the degree we had hoped. This, too, was to be expected; the next workshop session will find our members far more ready to take over.

The most happy outcome of the whole project was evident at the final gathering of the afternoon, when each workshop had a representative present for us the highlights of the day's proceedings. One and all testified that stones were slipping in all directions. To an amazing degree the walls came tumbling down!

For the written expression workshop, I can testify, for I was there. In fact, I was pinch-hitting as leader for a layman whom we had hoped to corral. He was sent off on an important Government mission on

the eve of the conference. It was most exciting to me to hear views and experiences being exchanged by elementary-school, junior-high, senior-high, junior-college, liberal-arts, technical- and teachers-college teachers, and one layman! The resource people and leader "kept their place" and the participants ran the session.

I am sure everyone there went away with a feeling of the continuity they had never grasped before—a dawning awareness of what we are trying for at each step of the way and of the vast amount that still remains to be done. There was a heartening sense of solidarity and respect from level to level; one could feel this spirit growing as the discussions advanced.

Where do we go from here? As I said before, we are determined not to stop until our organization is truly representative, both in numbers and in levels, of the English teaching in the state. Eventually, we gather from other states' experience, that will mean a college, a secondary, and an elementary section. As in the National Council of Teachers of English, each will have its own sessions and activities, but also, as in the Council, a goodly portion of each conference will be planned for participation by all levels together. It looks, too, as though the small workshop, strictly group process in technique, and with every level represented, is the ideal situation for breaking barriers and reaching common ground.

Findings

HUNTERS: This is a piece of "research" done by a layman who may be a cynic—or an open-minded chap who thinks the quality of our citizenship should be assayed now and then. It was the hunting season in Illinois, says an Associated Press dispatch, and this cynical or just open-minded farmer who lived by the highway set up his research instrument—a stuffed pheasant—in a fenced bean field about 100 feet from the road. Before the farmer's wife made him quit getting the farm shot up, he had collected the following data: Of the passing hunters, about 200 spotted the stuffed bird and put on the brakes. And of the lot, only 2 (1%) asked the farmer's permission to shoot on his farm before blazing away at the standing bird. Almost all of the 200 violated 3 Illinois laws: They shot from the highway, which is prohibited; they failed to request permission to hunt on private property; and they were carrying loaded guns in their cars. And all but a few violated the basic unwritten law of hunters—they didn't try to flush the bird before

shooting. At one spot, in a short time, some 200 casual passersby committed almost 600 violations of the law, and almost 200 violations of an unwritten law of which few were ignorant.

MEN TEACHERS' OUTSIDE JOBS: Only 8% of the men teachers in the public schools of St. Louis, Mo., and St. Louis County depend solely upon their teaching salaries. All of the other 92% either had to work outside of school, or let their wives work, or rely upon an independent income to supplement their school pay.

That's what the Beta Field Chapter of Phi Delta Kappa found in a study of the question, "Can Men Afford to Teach?" according to data received from 336 men—about half the men teachers in the city and the county, says Adolph Unruh in *Phi Delta Kappan*. In general, 59% of the men teachers worked at outside jobs, 33% of their wives worked, and 33% had "some sort of independent income," however large or small. A list of the jobs held by the men looks like a roster of U. S. occupations. For instance, under "B" alone were the following: baker, bank teller, bar tender, beer bottler, bookie, bookkeeper, bowling-alley manager, "boys' work," broker, and bus driver.

At one extreme were men who could afford to teach because they worked an 8-hour shift after school, from 4 P.M. to midnight. At the other extreme was the man who could best afford to teach—he had an independent income of \$14,000 a year.

EDITOR'S NOTE: Good, bad, indifferent or important, there is a great amount of counting studies and other research going on in the field of education. We think readers will be interested in brief, unqualified summaries of some main points in some of the findings. Lack of space prohibits much explanation of methods used, degree of accuracy or conclusiveness, and sometimes even the scope of the study.

HOME COMING:

The darkest day of Everyteacher

By LORINE D. HYER

RETURNING FROM the Promised Land of summer holiday to the prosaic precincts of the school district is a shock to the nervous system which makes the Descent into the Maelstrom a masterpiece of understatement.

There would be rain, of course—not the forthright, come-at-you, honest brand, but a smirking drizzle, designed only to frizzle a new permanent and splatter the windshield in little dabs for the wiper to streak into muddy arcs. Of course there is no parking space in front of the apartment you call home; you drive up two more blocks, unload your loot and baggage, and stagger in to the reluctant elevator. About the third trip to the fifth floor (you would have the top floor, directly under a leaking tin roof) the elevator wheezes into a long moan and gives up. Grimly you lug bag after bag, packages, relics, bundles . . . your prize carton of eggs at 90 cents a dozen (here they are \$.78, but you thought they might be higher!) and the tomatoes from a friend's back yard (only ten cents a pound here now, of course, but they were twenty-nine when you left!).

Bracing yourself, you unlock the door and take a quick glance around. How the apartment has shrunk! How shabby that furniture is! Heavens, what need for paint! A moth flits through the dimness. But under the door—a letter. Someone, thank goodness, has remembered you. Indeed he has—and how! “. . . your rent has therefore been increased twenty per cent.” Some quick figuring. Will that \$75 yearly raise in salary cover it? Morbid thing, math. The answers are always no.

The building superintendent appears, timing his arrival with malicious uncanniness just as the last luggage has been safely dragged inside.

“Well, if the school ma’rm isn’t back!” he cackles. What did he expect—Gargantua? “Place needs a little fixin’ up, don’t it? Guess you’ll have to do it yourself; the landlord says he can’t do nothing for the tenants this year!” He’s telling me!

You unpack. Clothes that seemed adequate two days ago hang limp and shapeless. The hot-water faucet coughs out tepid yellow spurts; the cold one drips an ineradicable orange stain. The windows stick, and the drapes at the cracked one show discolored ugly rainmarks. Dust rolls around in little white sausages. A pile of textbooks teeters threateningly. On top, a graduate-school catalogue lies open at a course in Education (ugh!) that just two months ago you thought irresistible. Nothing doing! The davenport must be redone!

From across the hall a neighbor hurries

EDITOR'S NOTE

There is some certain day or other in September (Blue Monday, Black Tuesday, Dolorous Wednesday, etc.) when the teacher must return to the fold from summer vacation. And the woes and anguishments he can find himself plunged into shouldn't happen even to a pupil or a parent. A typical case from our archives is that of Miss Lorine D. Hyer, a teacher in Irvington, N.J., High School, who returned to her apartment on the afternoon of September 5. . . .

in with a cup of hot tea and the latest apartment gossip. Life looks up! The 'phone rings.

"Welcome home, teach!" shouts the voice of the hot-rod kid who ridiculed your old Ford last year. "We'll be seein' yuh!"

You walk back into the living room. It's a little larger. Maybe the old davenport

could hold up another year, after all. With the shades at the right angle it looks comfortable rather than dingy. Why not just repaint the kitchen step-ladder and let the renovation stop at that? School will start Monday, and then you'll be too busy; really. Besides, there's that marvelous course in Education!



Teacher Education: A Tendency Toward Vulgar Racketeering

It seems, also, say keenly observing critics, that managers of teacher-education institutions, after the manner of Chambers of Commerce, are more and more concerned about "programs," on which they "announce here today," and less and less about having on their "staffs" broadly educated and cultivated, scholarly and inspiring men and women who can stimulate those who go about the Middle-towns of this country teaching and managing the schools.

This condition, which seems to get worse rather than better, distresses the real friends of the public schools. Moreover, as a publisher who now makes a living on the schools, a very able and intelligent man who must here remain nameless, recently observed, apparently one of the easiest ways for one to become "professor of education" nowadays is to contrive somehow to fail as a superintendent of schools. He angrily observed also that he was forced to take a course in school finance in a university that had prestige to speak of but under a man who had lost his post in a school system because he could not make and manage an educational budget.

The publisher did not think that was nice for public education. That experience and some other inanities and insanities in professional education have driven him, as others, from the classroom, although he was eager to remain in public educational work. He felt as did King Agesi-laus of Sparta, who is said to have responded, when exhorted to hear one who imitated the voice of a nightingale: "I have heard nightingales themselves."

A criticism, companion to that of almost-anybody-can-teach-courses-in-education, is that "offerings" in professional education have in recent years increased more rapidly than in any other higher educational field. Proliferation has been encouraged by the managers and staffs of the teacher-education institutions, presumably in cahoots with the certifying bureaus of state departments of education. In this

fact friendly critics see tendencies toward what would promptly be stamped as crass and vulgar racketeering in less humane activities. It is this condition that causes students to say—generally after they have become bachelor, master, or doctor of education—that the courses they were forced to take were so overlapping and repetitious as to be almost immoral.

Out of these and other unhealthy conditions that have grown up and nowadays surround practices in teacher-education, the critics see the rapid tendency for teacher-education institutions to become mere trade-schools and their products too often mere mechanics.

The constant invention of new degrees in professional education, ostensibly to meet the "needs" of, but actually to accommodate, the less able students, has reached a preposterous and perhaps perilous point, and the increasing ease with which such degrees can now be had is a serious threat to public education in this country, whether the managers of teacher-education institutions and of bureaus of certification are aware of the danger or not.

The possession of a master's degree, which can now be had in numerous varieties, has generally become a requirement for better salaries in the schools. But the source of the degree is not always a concern of those who give it, those who get it, or those who engage its holders in the schools. Nor is the content of the degree inquired into by those who give it or get it, or by employers.

The mere possession of the degree of whatever kind has come to be sufficient to command an increased salary, whether the degree is conferred by a member of the Association of American Universities or by a feeble department or school of education in a college or university or by some monohippic normal school.—EDGAR W. KNIGHT in *School and Society*.

MORE DRAMATICS

for Personality Adjustment

By WESLEY P. CALLENDER, JR.

WHY NOT allow dramatics to aid in producing confident, self-reliant students? It can be done.

Long before the present stage in the development of our educational system was reached, schools almost invariably recognized the recreational and entertainment value of a limited amount of dramatics as an extracurricular activity. But, even at this late date, scarcely any schools seem to have realized the potentialities of dramatics as a vital force in improving personal adjustments and aiding development.

While it is true that students profit from the dramatics included in school programs today, too few profit from it, too seldom, and to a considerably lesser extent than if the directors were aware of the broad personality-building values which might be derived from it.

In a majority of schools the "dramatics program" is confined to the annual senior production and perhaps a junior-class play. In other schools a "Dramatics Club" may be responsible for this activity. It presents one or two plays a year and includes only a small portion of the student body—that portion composed, usually, of the students least in need of the personal gains to be found in dramatics.

What are some of these benefits to be derived by the pupils? First, dramatics should be recognized as an effective projective technique, containing many of the therapeutic elements of such psychologically-sound procedures as the psychodrama and play therapy. The values here lie in the opportunity offered the student to lose his own identity briefly, and in an acceptable fashion,

enabling him to work off feelings of hostility or give vent to other expressions of feeling which he normally inhibits and keeps submerged in his subconscious because he fears the disapproval of parents, teachers, or other youth. As a character in a play, supposedly portraying someone else, he can often make himself heard or get things off his chest without fear of reflection upon himself.

For example, here is a girl who may feel she is being treated unfairly by her mother. She finds her resentment becoming uncomfortable as it builds up within her because she does not feel it would be right to berate her mother openly. But she may speak her mind as an uninhibited character in a play who tells her "mother" why she should be allowed to go to the dance or do something else prohibited. Thus unburdened, the girl may get off to a fresh start in real life and gain new insight into her own problem.

Of course not every play selected will enable each student in it to project himself in this manner, but given the opportunity to appear in several productions, and with a thoughtful selection of each cast by the director, the chances are good that the student will find a part suited to his needs. And there are always the other benefits.

One of these is the building of self-confidence—an asset that may stem from several facets of play production. It is a generally accepted fact that the more speaking a student can do before a class or audience, the more likely he is to develop poise and confidence. Dramatics offers excellent training for this, and a student who balks at speaking for himself may forget many of his fears

EDITOR'S NOTE

In many high schools, one or two plays are given each school year and only a few prominent students ordinarily appear in them. Mr. Callender advocates a more extensive dramatics program in which many students can take part, because of the mental-hygiene and personality-adjustment possibilities which he discusses. The author teaches in Friends Academy, Locust Valley, L.I., N.Y.

when cast as another person in a play. Feelings akin to stage fright, which many children exhibit in everyday situations, may vanish after the individual has had a few chances to appear "on the boards."

Under proper supervision and casting many students may realize for the first time that they can do something as well as, or better than, their schoolmates. The quiet, neglected boy who is given the opportunity in a play to show that he has a fine sense of comedy may literally feel like a new person the following day when the praise of his schoolmates—"Gee, you were good!" "I didn't know you could be funny like that!"—is heaped upon him, and he is accepted into "the crowd" for the first time.

The pupils who are already aggressive and outgoing may be given a clearer perspective of their position in life if they are required to take some minor parts, or parts which are not too flattering to their egos. Playing the role of the handsome, romantic lead in all plays might well serve to turn the head of a high-school junior the wrong way. But assuming varied roles, and watching others perform the romantic lead, might enable him to see that others are just as capable and important as he.

Cooperation is an essential element of democratic society, and all participants in school dramatics can be aided in catching the cooperative spirit which should prevail in those productions. Broadway may have its temperamental, uncooperative leading

ladies, but that type finds rough going among critical, approval-seeking school groups. All the pupils have to pitch in and help with the dirty work that inevitably precedes and follows every show. Working together under proper guidance, uncovering latent talents in all phases of stage work from designing sets to handling publicity, can do wonders for the morale of the group and individuals alike.

Another value of play production, particularly in smaller, more isolated communities, is the broadening of horizons which accompanies the presentation of a play. While many plays are not notable for being realistic, perhaps, and few can be considered "educational" in the usual sense, a wise selection from the many good plays that are available can provide a stimulating exercise for the intellect and imagination of both cast and audience. At present many schools do not benefit fully in this respect because of hasty and inappropriate selection of poor plays.

How should this program be organized for maximum effectiveness? There are various ways this might be accomplished, but a few suggestions here may aid.

If the annual senior- and junior-class plays are retained—and they do have value—other productions should also be included in the schedule so that many more students will have an opportunity to participate. It is important that plays be made available to students in the lower, or elementary, grades. Students from the elementary grades up should be encouraged to perform in plays sponsored for them.

In order to offer parts to a large portion of the student body it may be desirable to schedule a number of one-act plays. These plays provide excellent "proving-grounds" for untried actors and are especially satisfactory for trying students in different parts. They also require less time from the faculty sponsor.

Except in very small schools more than one faculty member would have to assist

in this program to make it really valuable. These directors should not be teachers who are doing the work because the principal asked them to, but should be people with some experience and interest in theatrical work and an understanding of the psychological aims of the program.

There are certain dangers that schools contemplating an extensive dramatics program for the development of personality must guard against. Failure to do so might result not only in little good being accomplished, but actually in some injury in certain cases.

For example, if a student appearing on the stage for the first time is cast in a role in a major production, as is frequently the case when only one or two shows are given in a school each year, the tension generated within the individual may reach an unhealthy level. Fortunately, the resiliency of youth tends to stabilize such a player again after the performance, particularly if he feels he has done a commendable job. But even then a fear of appearing in public or before groups may linger long after the curtain has fallen.

If the new actor feels that he has done a poor job and let the rest of the cast and the audience down, the traumatic effect may mar his personality for life. Stage fright caused by improper conditioning in less important plays may cause a girl to forget her lines in a major show, to make an entrance late or knock over part of the set. The resulting feeling that she has disgraced herself may seriously mark her personality, and

keep her away from similar situations in the future.

This situation could be avoided by building up confidence gradually through one-act plays presented informally, until the student gains sufficient poise and assurance to go on to bigger things. Then he could brush aside like a trouper a minor mishap or a forgotten line.

Another danger is the possibility that students may be cast in parts which only serve as further evidence to them that an unhappy opinion they may have of themselves is correct. Thus, if a youngster feels that he is dumb in appearance and actions and finds himself cast in a play as a character "on the dumb side," he will probably find himself more unhappy and more deeply convinced of his supposed condition. That boy should be given the opportunity to portray gay, intelligent characters. If he makes a success at these parts he and others will be convinced that he is really not "dumb." Even if he is not too successful in the roles, the mere fact that he was selected for them will make him feel that maybe he does not look so dumb after all—and a little praise will help even more.

Likewise, a withdrawn, depressed child should not be cast in a gloomy part, or even in a gloomy drama.

The mental hygiene and personality development of our students are of primary importance, and schools should use every available means of improving them. The part that school dramatics can play should be investigated by every school system.



Dear Mrs. Devore:

Your son was good in class today,
So perfect—not a broken rule,
He didn't whisper, talk, or squirm;
I hardly knew he was in school.

He laid his head upon his desk;
He sat so quiet and so still;
He didn't gobble down his lunch,

And so I knew he must be ill.

He answered all my questions with a
"Yes, Miss Updike" (very formal).
P.S. The day was very dull.

I hope he soon gets back to normal.

—EVELYN L. DEVORE in *School and Community*

PLEASANTEST

*Cases were
hard to find*

Memory of a Teacher

By

JEANNE SCOTT, JOYCE LUNDEEN, and ROBERT DOYLE

WHAT IS YOUR pleasantest memory of a teacher?" we asked summer-school students at the Northern Illinois State Teachers College at DeKalb.

Our decision to make a collection of pleasant memories grew out of campus conversation that started with a note written by a high-school senior: "I've always liked all my teachers as teachers, but not as human beings. You are the first teacher who has appealed to me as a warm and genuine human being."

"Teacher as teacher or as human being?" was repeated in dormitory conversations so often that we began to wonder what it really means. We are going to be teachers. Will our students think we are not human?

One evening the after-dinner conversation turned to memories of our past teachers.

A student said, "In the seventh grade my water colors were daubs compared with the pretty pictures the others were painting. The teacher said that my backgrounds were suffused with light and that many great painters could not paint backgrounds like mine. She put my splotch on the farthest wall and told me to look at it through my eyelashes. She said that many great paintings show up best when looked at that way. No one else ever saw anything good in my art work, and I have never tried to do any since then. But all my life I have been an artist though I am the only one who knows it. In art galleries I look for the pictures similar to those I *might* paint. My enjoyment of beauty everywhere is increased immeasurably by thinking of the pictures I *might* paint. I feel a kinship with all the

artists who have ever lived. I wish that Miss Block could know how beautifully she influenced my life."

We thought we would collect other stories to go with that one. The answers to our question surprised us. Three of the first eight that one of us questioned said they had no pleasant memories. One said, "I don't have any pleasantest memories of any teachers." The ninth said, "The only pleasant thing I can think of in my first twelve years of school was the day I graduated." The eleventh said she could think of many unpleasant memories but would need time to think of a pleasant memory.

"Why do these people want to be teachers?" we asked one another, and said, "Surely in twelve to eighteen years there should be at least one pleasant memory. A pleasant memory of a teacher is a hard thing to find."

When at last we assembled the answers to our question, the majority were memories of shreds of common courtesy or crumbs of kindness. These are examples:

"A teacher called me up to her desk especially to tell me that my dress was pretty. That made me happy all day."

"My senior English teacher complimented me one day on my clothes. So I'd go home and work like mad trying to convince her that I had brains too."

"Once a teacher visited me when I was in the hospital."

"A teacher came to the funeral for a member of my family. I felt better having my own adult friend present."

"Following try-outs for our senior class play the dramatics teacher came up to me and said, 'Do you know you made me cry?' I didn't get the part, but it certainly was encouraging."

"I overheard two teachers talking about me. They remarked that I was very well behaved, as were all the members of my family."

"When I was in the ninth grade my mother was in the hospital. The day I was supposed to eat dinner at a restaurant I lost my money. One of my teachers overheard me talking about it and invited me to her home. And I had the nicest time. I guess I had never thought that teachers could be fun."

Not more than 2 per cent of the people we talked with mentioned good teaching techniques. We have been taking courses in educational methods. We wonder whether students will appreciate our skill. Here are three memories:

"The only pleasant memory I have of a teacher is of our high-school social-studies teacher, who spent each Monday in the fall discussing the week-end's football games. It was just what we wanted most to talk about."

"My fourth-grade teacher read to us. She had a very pleasant voice. It was the time of the day to which I looked forward—especially when she read *The Yearling*."

"A math teacher made a math course easier for me by being patient with my slowness."

More of the people we questioned remembered something a teacher had helped them do than remembered what a teacher helped them learn. Here are a few examples:

"I remember in the fifth grade the teacher gave me the job of pulling up the shades every night after school. Sometimes I would get half way home before I remembered, but I always ran back. It was my job, and to this day she reminds me of it and of the pleasant little parties and discussions that many times followed this daily task."

"Drawing pictures on the board for each special occasion or holiday was a little job my grade-school teacher gave me, but I'll never forget it."

"When I was in the sixth grade I was a bashful boy and not a good student. One day the teacher put me in charge of the class while she was temporarily out of the room."

"A music teacher asked me to sing in the church choir during the summer."

Many we questioned remembered teachers because they were not like traditional teachers. It bothers us that teachers are

liked best when they are least like teachers. These are some of the memories that we obtained:

"One night on a boat on the Potomac during our junior trip to Washington, D.C., the teacher chaperones danced and played games. It was wonderful to see them as human beings."

"On a music trip to the state music tournament our music teacher returned our pranks of the day by strewing cracker crumbs in all our beds. He seemed to come down to our level."

"The pleasantest thing I can recall is that my country grade school teacher was a friend and a neighbor, not a teacher."

"In high school I had a teacher who really seemed to like the students. We were a noisy group. One day the principal walked in and gave us the devil. The teacher took our part right in front of him, and I've never forgotten it."

"When I was in the second grade I took an apple to school and placed it on my desk. During class it fell on the floor. The ordinarily very cross teacher put it in her desk. I thought that was the last of my apple, but at noon she sat down and talked with me, was very pleasant, and returned my apple. She is still my favorite teacher."

Only one spoke of admiring a teacher as a person. He said:

I considered a coach in high school an ideal man—everything he did—a gentleman and a good athlete—finest qualities a man could possess. Therefore I majored in physical education. I will never forget him.

The conflict we see in these memories between being a teacher and a human being worries us. If we are teachers, can we be human?

EDITOR'S NOTE

The authors as seniors in Northern Illinois State Teachers College, DeKalb, Ill., became interested in what people remember about their former teachers. In somewhat extended canvassing, they decided that "a pleasant memory of a teacher is a hard thing to find." The responses the canvassers received offer some food for thought, even though the chewing may be tough.

Teaching Literature to THE ILLITERATES

By
J. E. LOGAN

WHO SAYS English teachers don't teach children to read and to write? College professors, businessmen, parents, the man-on-the-street, the poll takers, church leaders—in short, practically everybody—that's who.

The college teachers feel that the high-school teachers are doing a poor job. The high-school instructors accuse the elementary teachers of not giving students thorough grounding in spelling and grammar. The businessmen complain that the stenographers they hire can't compose good commercial letters. Parents insist that back in their day boys and girls had a better grasp of basic fundamentals. The man-on-the-street tells the professional pollsters like Roper and Crossley that today's kids are murdering the King's English. Church officials deplore the fact that the schools often do not teach children to read well enough that they can understand the Bible.

Who is to blame? For years we have been looking for a scapegoat. The general public quite naturally pins the blame on the English teachers, whom they have said were poorly qualified, inadequately trained, and too much interested in experimental methods. As a high-school English teacher of some years' standing, I am a bit weary of having to shoulder the blame for the failures and densities of many of the scholars (?) that I am saddled with each year.

True, the English teacher may be guilty of too much experimentation. But he has looked for new and better methods not to make the job easier for himself but to try to find some way of stemming the tide of illiteracy that is flooding our machine-age, comic-book-reading kind of civilization.

The outmoded methods of teaching reading and writing were not completely successful even in the "good old days" when only the cream of the nation attended high school. These methods seem inadequate for meeting the reading and writing problems of most students now being mass-educated in the complex modern world.

Lately, we have turned hopefully to curriculum changes, and we have been trying very hard to relate our literary heritage to the everyday life of our students. But with all this, we will go on turning out English-language illiterates until we have found a way to get over the idea that putting the English language puzzle together is not just a matter of intellect, but a matter of the heart and the spirit also.

The critics say that today's crop of young people cannot distinguish between the great classics, and that they have only the haziest notions about the ideas of time-honored authors. They complain that Junior does not know the difference between David Copperfield and Nick Carter; that he confuses Robert Louis Stephenson with Stephen Foster; that he fails to understand the philosophies of Emerson or Thoreau; that he thinks Cotton Mather invented the cotton gin; that he believes Rudyard Kipling to be some kind of a herring.

It may be sad, but it will be ever thus, until we can relate our knowledge to the everyday lives of our Atomic-age students. How can we provide a genuine motivation for learning historical literary facts and fancies? Unless we can put obscure literary facts to practical use, unless we can convince

the student that it makes a difference in his life to be able to distinguish between Noah of Biblical flood fame and Noah Webster, the lexicographer, or to know from what sources Shakespeare borrowed his plot ideas, we shall go on getting fantastic and amusing answers to literary quizzes. We shall also continue to turn out pupils who spend the rest of their lives hating the classics, despising grammar, and maligning their English teachers.

Recent national polls on "The Most Boring Books I Have Ever Read" show the traditional high-school classics such as *Ivanhoe*, *Silas Marner*, and *Pilgrim's Progress* to be way out in front. It would seem that the nation's English teachers have done a good job of getting the majority of American high-school students to hate the very books that traditionally they are supposed to love and cherish. Could it be that well-intentioned teachers have too often taught the classics without enough regard for students' reading levels and everyday interests?

It is certainly a profound truth that we must have a use for what we learn; otherwise, it will slip out of our minds almost at once. No adult, with his mind cluttered with problems of everyday living, expects to remember all that he learned in the cloistered atmosphere of high school or college. I studied Latin once upon a time, but now I cannot remember the correct form for the simple statement—"I came, I saw, I conquered."

Geometry gave me a hard time, but I put so many hours of blood and sweat in on the subject that I did manage to get better than average marks. Today I can't do even the simplest problem in a geometry book. The reason is that I have never used geometry in either getting or spending a living. I got "B" in algebra, but today the whole thing is just "X" the unknown factor to me. I was practically a "Whiz" kid in history. But today I can't for the life of me remember what the Battle of Hastings accomplished. And come to think of it, who

was the French queen who said, "Let 'em eat cake"?

I scratch my head over such puzzlers as when the Magna Charta was signed or when Richard the Lion Hearted lived. I once knew the answers but now I only know where to look for the correct answers in a library.

There are a few things that I learned in school that I remember very well. I learned to dance in a school gym, and twenty years later I am still enjoying dancing with my wife. I learned to swim in an elementary-school pool—and as soon as I finish this piece I'm going to take my four-year-old son to our local high-school pool for a dip. I can still recite about one-quarter of all the poems I learned in school. I know most of the rules of grammar, but that is because I was especially interested in all phases of writing. I learned to read and to enjoy books of all kinds because I was lucky in having so many inspiring English teachers. At eighteen I wanted above all else to become a wise-cracking, gum-chewing reporter on some big-town daily.

In short, the things that have stuck with me that I learned in school are the very things that I had an all-consuming interest in at the time—and things that I have continued to use. I worked on a Detroit newspaper for a number of years. My interest in good reading and writing was constantly stimulated by my work.

EDITOR'S NOTE

While the high-school English teacher works overtime to "find some way of stemming the tide of illiteracy" in his classes, says Mr. Logan, he is of course being blamed for "the failures and densities" of many of the pupils. In teaching literature under such conditions, he asserts, there are some things that the teacher can do—and other things that are a waste of time. Mr. Logan teaches in Denby High School, Detroit, Mich.

Who would say that because I have forgotten so many important facts in history, mathematics, and science that the public schools didn't teach me anything? I owe a great debt to the public schools even though I have forgotten a great deal of the things that they taught me.

English teachers teach, too, in spite of the low esteem in which they are often held by critics and successful writers. It's the student who forgets. Whose fault is the forgetting? I confess I do not know. Some of it certainly can be charged to poor teaching, but the great bulk must be shouldered by the student who is either not ready for the material that the teacher has to offer or who is simply guilty of gross inattention.

Facts are important. Yet about 85 per cent of public-school students are not scholars—nor will they ever be. They will always have a very limited capacity for remembering literary history or even simple rules for correct grammar and punctuation. What can we English teachers do for this vast majority? Well, for one thing, we can teach them the *spirit* of the great books instead of spending so much time on analyzing obscure passages. There is no call to make our students into walking encyclopedias. There is little virtue in being able to recite long passages and answer prickly questions if these are mind-tricks only. Our aim is to teach so that our students' hearts will be touched by the great literary artists both past and present.

Children are people right now. They have their own world of interests. We should not expect them to appreciate all of the books that we as adult English teachers enjoy. We

should not regard them only as future citizens who must be made to appreciate their cultural heritage. We must spend more time discovering their reading tastes and reading levels. In our English classes we have been too long accustomed to treating them as if they were little adults who must reflect the ideas and opinions of the literary critics and the textbook makers. Our aim has been too much on what we want the child to become.

Great books must be linked up somehow with experience that he has already had; or at least with experience that he could imagine himself as enjoying. The modern boy or girl could not have the adventures of Huck Finn, Tom Sawyer or Becky Thatcher. The River Boat era is gone forever. But Mark Twain writes the kind of story that quickens the imagination of children in any age. We must interest the child *today* if we want him to become the cultured citizen of *tomorrow*.

Isn't it the child's attitudes, not literary data, that really count? Isn't it standards, not facts, that we should be working for?

Literature is primarily a thing of the heart. Its appeal is emotional rather than mental. If the prose passage is forever trembling on the brink of poetry it cannot but help stimulate the spirit of even dullards—if presented by the right English teacher in the right atmosphere. As Carl Sandberg says, "Poetry is a lot of language to be marked 'fragile' and handled with care—and then you've got to know how to wrap it up and where it goes."

Let's teach English so that our students will be "learning by *HEART*" instead of learning by memory.



Preview of Trouble

Of course, constructive discipline is never obtained through fear alone, but we see no reason why pupils should not know that teachers become angry, and feel temporary dislikes for and hostilities towards their pupils. This, too, is similar to real life.

When employees anger the boss, they get fired.

Drivers who irritate police officers get ticketed, or worse. People who create disturbances in public places get bounced. *If a school fails to teach children these things, it is failing to help them cope with life.*—PAUL B. HORTON and RACHEL Y. HORTON in *Michigan Education Journal*.

Events & Opinion

Edited by THE STAFF

BROTHERHOOD WEEK: National Brotherhood Week will be observed in the schools February 17-24, 1952. Free materials and information on inexpensive materials may be obtained by writing to Dr. Milton S. Eisenhower, Chairman, School and College Committee, National Conference of Christians and Jews, 381 Fourth Ave., New York 16, N. Y. Materials available include a poster, a folder of program suggestions, films and filmstrips, radio and assembly scripts, and other items.

GATE-RECEIPT PAY: A levy on the gate receipts of such after-school student activities as evening dances has been suggested by the faculty welfare committee of one New York City high school as a means of paying teachers for sponsoring or supervising such activities, reports the *New York World-Telegram and Sun*. The welfare committee had informed city and state school officials that it was unable to select teachers for assignments to student dances because of the unpaid hours of work involved. When the committee was requested to "set up machinery" for the selection of teachers, it countered with the suggestion for extracting pay from admission charges. The local board of education takes a dim view of spending money for after-school services. And local teachers are growing more and more inclined to shut their eyes to opportunities to put in extra hours that aren't matched by extra money. Consequently, all either side can see is that it appears to be rather dark.

MORAL-SPIRITUAL PROGRAM: A non-denominational prayer at the beginning of the day in each public school of New York State is proposed by the State Board of Regents, says an Associated Press dispatch. The proposal is the first step in planning a state-wide program of moral and spiritual education for the public schools. Early in 1952 the State Education Department will begin drafting a syllabus providing for curriculum courses in moral and spiritual training, or inclusion of such training in existing courses. The planners will work closely with representatives of the Protestant, Catholic, and Jewish faiths.

Such a program "won't be an easy job," educators admit—and in fact will be a "delicate" matter. On the one hand, the program must not conflict with separation of church and state. On the other, no part of the plan, or wording of details, must offer a basis for objection by any denomination.

The Board of Regents has offered the text of a daily prayer to fit its proposal—"one carefully composed to avoid any denominational suggestion." It reads:

"Almighty God, we acknowledge our dependence upon Thee, and we beg Thy blessings upon us, our parents, our teacher, and our country."

State education officials rather expect that the use of such a prayer in public schools may cause controversy and bring court tests on the constitutionality of such a practice. But they believe that if local school systems follow closely any plans developed by state authorities and approved by all religious groups, the courts will uphold the program and "other states may swing into step with New York."

BIBLE READING TEST: A brief arguing that the New Jersey law requiring daily Bible readings in the public schools is unconstitutional has been filed with the U. S. Supreme Court by the American Jewish Congress, reports the *New York Post*. The brief states that the New Jersey law violates both the Constitution's guarantee of religious liberty and its principle of separation of church and state. The suit in which the brief was filed was brought by two taxpayers against the Board of Education of Hawthorne, N. J., and was appealed to the U. S. Supreme Court after the New Jersey Supreme Court had upheld the law as legal and constitutional. The American Jewish Congress says that "although the organization and the Jewish community generally strongly favor religious education and Bible study . . . such education is the responsibility of the home, the church, and the synagogue."

GUIDANCE MERGER: The Personnel and Guidance Association is a new national organization formed by the unification of the National Vocational Guidance Association, the American College Personnel Association, and the National Association of Guidance Supervisors and Counselor Trainers. The three groups formerly were associated loosely in a council, but hereafter will function as divisions within the new organization. New divisions are expected to be formed, either by consolidation with other existing groups or the creation of new ones. The purpose is to establish a parent organization stronger and more useful to members than the former independent groups. Offices of the new PGA will be established in Washington, D. C., on July 1, 1952, when its first fiscal year begins. Robert H.

Shaffer of Indiana University is current president of the PGA, and Donald E. Super, of Teachers College, Columbia University, is President-elect. A national PGA convention will be held on March 30-April 3, 1952, in Los Angeles, Cal.

CONDEMN ATTACKS: A statement condemning attacks on teachers and school administrators because they teach about the United Nations and Unesco was issued by the Executive Committee of the U. S. National Commission for Unesco, which held a recent meeting in Washington, D. C. The text of the statement follows:

"It is well known that Unesco seeks to impress on youth the importance of international understanding and cooperation as a path to peace. We resent the attacks on our educators who teach about Unesco and the United Nations. These attacks often emanate from groups which hide their identity under titles deceptively like those of honorable organizations. The attacks distort the purpose of Unesco, and sometimes they are directed toward control of courses of study and of contents of textbooks, the end in view being to diminish opportunities to learn the true aims of Unesco and the United Nations.

"Some offenders are, in many cases, the notorious supporters of totalitarianism and of rowdy attacks on racial and religious groups. They carry on falsely in the name of patriotism.

"The U. S. National Commission for Unesco warns against this device of hiding behind the flag, while at the same time seeking to destroy freedom. The Commission calls on public groups and the press to continue to expose those who assail the integrity of teachers because of their interest in the United Nations."

TEACHERS' WORK WEEK: The median teacher in Kansas has a 50-hour work week, according to a state-wide study of the problem by the Kansas State Teachers Association, reports C. O. Wright, executive secretary of the Association and an associate editor of *THE CLEARING HOUSE*, in *Kansas Teacher*. That means that half of the teachers work more than 50 hours a week—"and we might say with no pay for overtime." Thirty of the 50 hours of the median teacher were devoted to duties at the school plant. The other 20 hours were spent on home preparation of lessons, checking pupil papers and making reports, and on "community service, including scouting, YMCA, church, and other work." Mr. Wright comments that "everything the teacher does is enervating—it is hard work. This is particularly true because teachers deal with people. Fifty hours given to an assembly line, to the bank counter, or to plowing on the farm are a snap in comparison."

TEACHER CHAMPION: Miss Iva Pembridge, school teacher in Phillips County, Kan., recently turned in what the Associated Press report called "the greatest all-around performance by a woman in the Grand American Trapshoot." And *Kansas Teacher* gives these details of Miss Pembridge's exploit: "Her sensational shooting in the national meet in Vandalia, Ohio, gave her the feminine all-around title in the three big events and the over-all laurels with 954 of a possible 1,000 points—the highest ever to take the King trophy awarded annually to the leading lady."

PREXY: A boy born in a log cabin may become president of the nation—but mathematically the chances that a young person who enters education as a high-school teacher will someday become a college president are much better. So readers may be interested in the qualifications often expected of college heads as given by Charles Dollard, president of the Carnegie Corporation, in its 40th annual report covering grants of \$6,435,944 to education in 1951. College and university trustees looking for presidents, says Mr. Dollard, expect to find "white black-birds who will be all things to all men." To meet the expectations of many trustees, the ideal president would have to have "experience in banking and diplomacy, in door-to-door selling, public relations, juvenile delinquency, and, for good measure, a little training in psychiatry."

WOMEN ADMINISTRATORS: Women educators seem to have been losing administrative positions to men, according to figures given in *Administrative Opportunities for Women in School Systems*, a pamphlet of the National Council of Administrative Women in Education, a National Education Association division. In 1925, some 8 of the state superintendents of education were women, but now there are only 5. In 1939 there were 46 women superintendents of schools in cities of more than 2,500 population, while today there are only 8. Of the 360 cities with populations of more than 30,000, only one has a woman superintendent of schools. Only 7.9% of senior-high-school principals and 9.5 % of junior-high-school principals are women. But in the elementary schools, 56.1% of the principals are women. And women comprise 47.8% of supervisors and directors.

SPANISH: In "the trend toward easy courses," says Virginia Rootes Juergens in *Texas Outlook*, the schools of Texas, a natural bi-lingual state, have not encouraged the study of Spanish. As a result, in the past 10 years there has been a 50% decrease in Spanish-course enrolments in the state. In some smaller towns, Spanish and all other foreign-language courses are being eliminated.

➤ Book Reviews ➤

ROBERT G. FISK and EARL R. GABLER, *Review Editors*

The Teacher and Curriculum Planning, by HAROLD SPEARS. New York: Prentice-Hall, 1951. 163 pages, \$2.

In this new text, the author enumerates sixty-two essential principles, which are basic to curriculum practice and which are illustrated by actual school practice. The organization is very logical—going from a discussion of the meaning of the curriculum, the foundations of the curriculum, and school reorganization, to operation of the curriculum once it is installed in the school.

Emphasis throughout the book is on the teacher and the belief that no school program is going to succeed unless teachers have an active part in the planning. Curriculum development must be based on acceptance and initiative on the part of the teachers or it will be nothing more than a verbal barrage or a merely temporary expedient.

It is easy to agree with the author's statement, "A program of curriculum development should bring participation to as many of the teachers as

possible." Some readers, however, may point out the hurdle of "status relationships." Inevitably teachers tend to be inhibited in the expression of disagreements and to accept outwardly viewpoints to which they do not actually subscribe. Even if administrators succeed in establishing a wholesome, democratic atmosphere in group meetings, the "status relationships" frequently, if not universally, interfere with free group process.

The effects of such relationships can be minimized if the administrators will make clear in advance that such effects exist, and that each member of the group should feel no hesitation in expressing his own views without fear of criticism or of offending—indeed, that all honest views will be warmly welcomed.

Because transition from the curriculum of academic information to the curriculum of experience is such a complex and extensive process, it is imperative that curriculum theory be extended beyond statements of "what" is to be done by the

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schools to include statements of "how" the schools can do it. This book does not go into details on the "how-to-do-it" aspects of curriculum building.

The thirty-six cartoons of the author's own creation make more vivid his contention that the teacher must assume greater responsibility if the current curriculum interest is to bring about the new curriculum that every informed person recognizes as desirable and necessary.

EDNA LUE FURNESS
University of Wyoming
Laramie, Wyo.

"The Junior Citizen Series" (2nd ed.)—6 units by WILLIAM CLARK TROW, ROSALIND M. ZAFF, and HARRY C. MCKOWN. New York: McGraw-Hill Book Co., Inc., 1951. 80 cents each, paper bound: *You and Your Friends* (72 pp.), *Property* (6 pp.), *Meeting Difficulties* (72 pp.), *Recreation and Leisure* (72 pp.), *Looking Toward a Vocation* (64 pp.), *Getting Acquainted With Your School* (69 pp.).

If you are a teacher who is interested in helping your students to think about and to attempt to solve their own problems, these six units should be a great aid. Used with imagination, these units can

stimulate the students to make an introspective examination of areas not usually touched by the traditional curriculum.

The booklets entitled *Meeting Difficulties*, *Recreation and Leisure*, and *You and Your Friends* include worksheets and explanations that can arouse an interest in questions such as choosing one's friends and spending one's leisure time wisely. The solutions indicated by these units give formal recognition to those attributes which help facilitate upward social mobility.

Although these units are designed primarily for use as a text in homeroom or guidance classes, they also lend themselves to the classroom which hopes to expand its content into the areas of problem solving for student difficulties. The workbooks, too, should be very helpful to a core class interested in this same expansion of student horizons.

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Educating the Retarded Child, by SAMUEL A. KIRK and G. ORVILLE JOHNSON. Boston: Houghton Mifflin Company, 1951. 434 pages, \$3.

This book is a successful fulfillment of its initially stated purpose and design. It does present a comprehensive description of the problem of educating the retarded child, and its suggested methods for the solution of the problem are offsprings of harmonious matings of theories and practices.

Since there is a great paucity of organized, educational literature on the subject, the authors have met a great need in the field for the collection of material into a meaningful sequence.

The book is concerned with the educable child of low intelligence who can achieve his greatest personal growth and development in a modified or differentiated curriculum. The point of view of the authors and, therefore, the ensuing tone of the book, have roots in the doctrine of education for all youth in a democracy.

Educating the Retarded Child has four parts: Part One deals with classification, etiology, and diagnosis. Part Two discusses the development of educational programs. Part Three is concerned with special-class programs, and Part Four with special teaching procedures. Many of the chapters are

summarized and annotated. There is a selected annotated bibliography in the back of the book which is "confined primarily to educational articles which have a direct application to educational procedures." It is one of the book's many excellent features.

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Sharing Family Living, by LAURA BAXTER, MARGARET M. JUSTIN, and LUCILE O. RUST. Chicago: J. B. Lippincott Co., 1951. 542 pages, \$3.

Sharing Family Living is a delightfully refreshing book that may be used in teaching homemaking at the junior-high-school level. It is written with the problem approach which makes it especially adaptable to our modern way of teaching.

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The Young Scientist—Activities for Junior High School Students, by MAITLAND P. SIMMONS. New York: Exposition Press, 1951. 164 pages, \$3.

For at least four decades those concerned with science education have been encouraging teachers to include many experiments and demonstrations in their class activities. But often the teachers who tried experiments failed to realize much benefit from them. Perhaps the students were not ready for the particular experiment, perhaps they knew what should happen and it didn't happen, perhaps equipment was faulty or deficient, perhaps the one performing the demonstration told all the answers rather than asked questions to be answered by the demonstration.

Maitland Simmons' book, *The Young Scientist*, should help to overcome these reasons for failure. It is a superb collection of general-science experiments which show clearly one or more scientific principles, and which work. Each activity is written in a way to enable even a beginning teacher to use it in promoting scientific thinking.

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In teaching democratic concepts, an objective approach furnishes the necessary facts upon which to build. But too often we as teachers have been impartial to the point of being colorless. A series of phonograph records could have done as well.—*Frederick C. Neff*, p. 261.

So-called necessary evils in educational systems are *grades*, kept in dark books and occasionally averaged and sent home. . . . But scores—now that is a word with a bit of a sporting tone to it. . . . There is at least one special factor, a psychological "angle," in the way scores are put together which is not found in the traditional grades.—*E. F. Barrows*, p. 271.

Let's put the business of education on a business basis. Let's not expect people to work for a small wage and a large dose of flattery. Workers like to know exactly what is expected of them and exactly what the remuneration will be.—*Eric C. Malmquist*, p. 278

It is good for any administrator to recognize those forces within his school that create and foster a proper atmosphere for his students and staff. Friendship among these individuals and the factors underlying its creation form an important part of such knowledge.—*Robert G. Andree*, p. 287.

Present-day discipline means, ultimately, self-control. It is not necessarily silence, except when the teacher wants silence. Nor is it teacher domination

of every step of the learning process. It does mean teacher control at all times. Without such control learning will not take place, and actual harm may result to school and pupils.—*Frank L. Steeves*, p. 290.

One of the most popular programs on WHCU A.M. and F.M., Ithaca, N.Y., at 5:30 Saturday afternoon during the school year, is the "Youth Behind the Eight-Ball" program. . . . It is, as far as can be determined, the first half-hour radio program produced entirely by high-school students that has been sold to a national sponsor.—*Edward H. Sargent, Jr.*, p. 291.

For the students, English is often a confusing and disliked subject—partly, it would appear, from tiresome repetition of materials and the omission of essentials lost in the shuffle.—*Marion S. Walker*, p. 295.

Returning from the Promised Land of summer holiday to the prosaic precincts of the school district is a shock to the nervous system which makes the Descent into the Maelstrom a masterpiece of understatement.—*Lorine D. Hyer*, p. 299.

The mental hygiene and personality development of our students are of primary importance, and schools should use every available means of improving them. The part that school dramatics can play should be investigated by every school system.—*Wesley P. Callender, Jr.*, p. 303.

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DIRECTORY: *A Directory of 2002 16mm Film Libraries*, U. S. Office of Education Bulletin 1951, No. 11. 115 pages, 30 cents. For sale by Superintendent of Documents, U. S. Government Printing Office, Washington 25, D. C. The 2002 sources of 16mm film for loan or rental in this directory are organized by states, and alphabetically by cities in each state. These sources include libraries which have only one film; libraries which have thousands of films; commercial dealers; colleges and universities; city and state school systems; public libraries; industrial companies and trade associations; labor unions; civic groups; religious institutions, and Government agencies.

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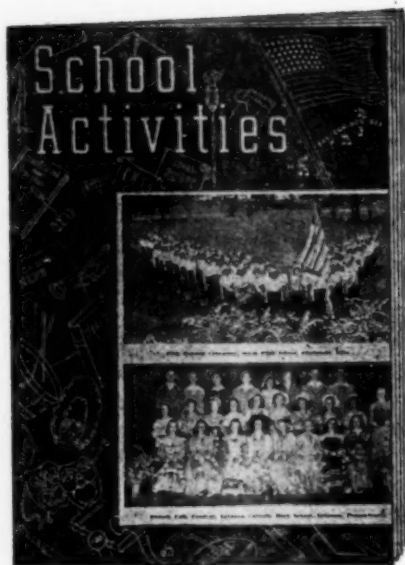
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